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ABSTRACT

A study examined local labor market trends in Chicago (Illinois) for the purpose of developing the informational framework necessary to support the efforts of the Chicago Education Summit in forging a quid pro quo agreement between Chicago's business community and high schools. According to the terms of the agreement, the schools would commit themselves to improving their instructional programs and making them more responsive to local labor market needs, and the business community would, in exchange, commit itself to increasing the numbers of local youth it hired. The study addressed the following key areas: identification of 20 high-growth occupations in Chicago that are appropriate targets for high school graduates and that offer good wages and career advancement opportunities, assessment of local supply and demand for these occupations, and development of a list of qualifications necessary to be hired and to perform successfully in each of these occupations. To collect this information, the National Alliance of Business surveyed local employers in spring 1987. On-site personal interviews were conducted with representatives of 149 companies in 27 industries (a 47 percent response rate). The survey data were used to develop estimates of the 1990 employment outlook for 11 occupations. (Appendixes include resumes of individuals who participated in the education summit work groups, brief descriptions of some of the work group proposals, and media articles on efforts to improve secondary education in Chicago.) (MN)

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Adult,
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Technical Education

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INTERIM PROGRESS REPORT:

A STUDY OF

OCCUPATIONAL OPPORTUNITIES

FOR CHICAGO'S YOUTH

JULY, 1987

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Interim Progress Report:
A Study of
Occupational Opportunities
for Chicago's Youth

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An Equal Opportunity/
Affirmative Action
Employer

June, 1987

27-RF-680

FINAL REPORT ABSTRACT
A STUDY OF OCCUPATIONAL OPPORTUNITIES
FOR CHICAGO'S YOUTH
FUNDING AGREEMENT #27-RF-680

Louise A. Bertsche, Project Director
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Time Period Covered: March 23, 1987 - June 30, 1987

Major Accomplishments of the Project:

The aim of this project was to support the efforts of the Chicago Education Summit in forging a "quid-pro-quo" agreement between the business community and Chicago high schools, exchanging commitments to school improvement for increased hiring. The Chicago Education Summit consists of the chief executives of Chicago businesses, government, civic and community organizations, and secondary and post-secondary educational institutions, thus representing the full spectrum of Chicago's leadership.

This study formed the informational framework for the development of this agreement. It addressed three key areas:

- o Identification of 20 high growth occupations in Chicago that are appropriate targets for high school graduates and offer good wages and career advancement opportunities
- o Identification of local supply and demand for these occupations
- o Development of a list of qualifications necessary for hiring and successful job performance for each of these occupations.

To collect this information, the National Alliance of Business conducted a survey of local employers in spring, 1987. On-site personal interviews were conducted with 149 companies in 27 industries, yielding a 47 percent response rate.

As a result of this survey, occupational profiles of 20 occupations were developed, detailing the job tasks, qualifications required, career ladders, and wages. Information was also gathered on recruitment and training practices and anecdotal information on local businesses' relationships with the schools.

In addition, the survey data was used to develop estimates of 1990 employment in 11 of the 20 occupations, detailing openings due to growth and those due to turnover. This information will be used as a basis to negotiate the number of hiring commitments to which the business community will be held accountable.

Potential Impact on Vocational Education:

The project methodology developed under this contract provides a model for the use of other communities in the development of systemic, collaborative partnerships for educational improvement between area schools and the business community. It represents an approach to developing a base of local labor market and occupational information needed to develop realistic goals for educational improvement while at the same time providing a mechanism to foster business-education linkages. The approach embodies the cooperative development of a local informational framework through the active involvement of the key local decision-makers in the research process.

Products Delivered:

1. "Midterm Report for March 23, 1987 - May 22, 1987," A Study of Occupational Opportunities for Chicago's Youth, three copies to the Illinois State Board of Education, delivered May 22, 1987.

2. "Interim Progress Report for March 23, 1987 - June 30, 1987," (Final Contract Report), A Study of Occupational Opportunities for Chicago's Youth, ten copies to the Illinois State Board of Education, delivered July 30, 1987.

Expenditure of Funds: $40,000 (estimated)

Paid Participants in Activity:

1,2. Louise A. Bertsche, Project Director
Ruth Y. Kim, Project Coordinator
Emily W. Alim, Field Representative
Robert A. Cronberg, Jr., Field Representative
Samuel Bouie, Secretary
Brenda F. McGadney, Project Consultant

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4. Resumes for the individuals listed above are provided in the appendix.

Resource Listing:

1. Material Resources: labor market information from the Illinois Occupational Information Coordinating Committee, including occupational employment projections, industry employment projections, Dun & Bradstreet Chicago company listings for selected SIC Codes, and industry-occupation crosswalks.

2. Human Resources: The resource people for this project can be divided into three groups. 1) individuals who participated in the survey 2) members of the Hiring Policy Goals Committee of the Mayor's Education Summit, and 3) individuals who provided general informational resources. A list of each group is provided in the appendix.

Major Accomplishments and Significant Findings of the Project:

1. **Description of Accomplishments:**

The charge to the National Alliance of Business was to:

- o Create an information base for the establishment of realistic hiring goals for the business community to increase the employment opportunities for qualified Chicago high school graduates

- o Develop a partnership with the Chicago business community to improve the "learn-to-earn" transition for Chicago high school graduates.

These goals were achieved through a project design that used an in-person survey format to assess the hiring needs of Chicago employers to establish a comprehensive basis for the development of curriculum and career guidance information designed to serve both Chicago's youth and its businesses.

To achieve these goals, the project addressed the following objectives:

- To identify career ladders, wages, and demand for entry-level occupations that offer local opportunities for employment, competitive wages and benefits, and career advancement to qualified Chicago high school graduates

- To assess the hiring potential for these occupations and their appropriateness for Chicago's high school graduates

- To identify and verify the job tasks comprising eight of these occupations, and the related skills, knowledge, abilities and traits required for satisfactory job performance

- To establish a basis for competency-based curriculum development and career guidance for Chicago educators.

The first two of these objectives are addressed in this report and were the focus of project activities through June, 1987. The remaining two objectives are the focus of project tasks in July - November, 1987.

The study design includes three phases of activity. The first phase is the identification of the target occupations using available labor market information. The second phase consists of a survey of local employers to identify the qualifications a person must meet to enter and succeed in these occupations, and to determine the level of employment demand for workers in these occupations. These two phases are described below. The third phase, to be conducted in the summer and fall of 1987, will consist of detailed occupational analyses of 8 of the original 20 occupations. These analyses are designed to serve as a guide to curriculum development or modification for Chicago schools.

a. Purpose of Study

The Hiring Policy Committee of the Education Summit sought to identify occupations that would be realistic targets for employment by individuals graduating from high school and that would serve as an "incentive" to complete high school.

As a first screening of the occupations, we selected occupations that were projected to offer an adequate number of jobs annually, particularly new jobs that represent an increase in the total employment of the occupation. In addition, we sought occupations that already had a sizable employment base or a rapidly increasing base, so that we could ensure adequate job opportunities if the data for Cook County masked Chicago-specific trends differing from Cook County as a whole. These criteria were defined as follows:

- Level of employment for the occupation equals or exceeds 0.5 percent of total Cook County employment and the net annual increase in the occupation's employment base represents 175 or more job openings; or

- The occupation's projected growth rate in Cook County between 1982 and 1985 was 20 percent or higher and offers a minimum of 100 job openings annually, due to either employment growth or separation from labor force.

The table on the following page provides these data on each of the occupations selected. After applying the above criteria, additional occupations were eliminated from consideration because the training requirements were clearly inappropriate for new high school graduates or the qualifications required for employment in the occupation do not include a high school diploma.

To select the final 20 occupations, the committee applied four criteria to evaluate each occupation's appropriateness. These criteria are: 1) acceptable wage/salary; 2) career advancement potential; 3) representation in two or more industrial sectors; and 4) reflection of new/recombined functions within the occupations. Each of these criteria was weighted and scaled, allowing scores to be calculated for each. The selection criteria, the rationale for their use, the weight assigned to each, and the scales used are shown in the Appendix. The Appendix also provides the weighted score for each of the occupations considered. It also includes a description of each of the 20 occupations selected. These were:

- Drafters, manufacturing
- Secretaries
- Traffic, shipping and receiving clerks
- Billing, cost, and rate clerks
- Typists/word processors
- Bookkeeping, accounting and auditing clerks
- Payroll and timekeeping clerks
- Receptionists and information clerks
- Carpenter apprentices
- Electrician apprentices
- Plumbers, pipefitter and steamfitter apprentices

- o Electrical and electronic technicians
- o Automotive mechanics
- o Order clerks
- o Switchboard operators
- o Industrial truck and tactor operators
- o General office clerks
- o Statistical Clerks
- o Cooks, excluding short order
- o Entry-level hotel workers.

TABLE I: PROJECTED OCCUPATIONAL EMPLOYMENT SIZE AND GROWTH, 1982 - 1995

OCCUPATION	1982 EMPLOY	% TOTAL EMPLOY	AVG. ANN. JOB OPENINGS	# ANN. NEW JOBS	% ANN. NEW JOBS
Bookkeeping & Accounting Clerks	43,570	(1.71)	2,697	493	18.28
Traffic, Shipping & Receiving Clerks	19,310	(0.76)	864	225	26.04
Secretaries, exc. Hospitals	75,061	(2.95)	4,757	1,835	38.57
Typists	24,817	(0.97)	1,390	464	33.38
General Office Clerks	73,941	(2.90)	4,261	555	13.03
Cooks, exc. Short Order	15,768	(0.62)	906	183	20.20
Carpenters	13,688	(0.49)	794	273	34.38
Electricians	14,235	(0.56)	730	257	35.21
Auto Mechanics	15,185	(0.60)	795	327	41.13
Drafters, Mfg.	4,385	(0.17)	224	43	47.77
Switchboard Operators	11,770	(0.46)	890	259	29.10
Billing, Cost & Rate Clerk	6,149	(0.24)	290	67	23.10
Payroll & Timekeeping Clerk	5,568	(0.22)	298	81	27.19
Receptionists & Info Clerk	9,164	(0.36)	586	186	31.74
Order Clerks	11,865	(0.47)	551	138	25.05
Statistical Clerk	3,393	(0.13)	281	102	36.30
Plumbers, Pipefitters & Steamfitters	9,265	(0.36)	433	106	24.48
Industrial Truck Operators	11,275	(0.44)	290	75	25.86

TABLE I: PROJECTED OCCUPATIONAL EMPLOYMENT SIZE AND GROWTH, 1982 - 1995 (cont.)

OCCUPATION	1982 EMPLOY	% TOTAL EMPLOY	AVG. ANN. JOB OPENINGS	# ANN. NEW JOBS	% ANN. NEW JOBS
Elec. & Electronic Technicians	10,671	(0.42)	517	330	63.83

SOURCE: "Occupational Employment (1982 and 1995) and Average Annual Job Openings, Cook County," Economic Information and Analysis Division, Illinois Department of Employment Security (Provided by IOICC)

b. Survey Methodology

The second phase of project activities consisted of a survey of local employers. The purpose of the survey was to:

- Provide employment demand data specific to the City of Chicago, (available labor market information does not examine demand at a level of analysis below the county level)
- Identify wages, career ladders and qualifications for the target occupations and other high demand occupations identified by local employers
- Determine current recruitment hiring and training practices of Chicago businesses.

The selection of businesses involved several steps. First, we determined the industries that account for the bulk of occupational employment using an occupation-industry crosswalk, "Occupational Employment Distribution and Employment Change by Industry: 1982 - 1995." Using Dun & Bradstreet's "Business Listings of Firms," we identified the companies employing ten or more employees which represent the industry in Chicago. A stratified sampling technique was used to identify companies representing all of the 20 occupations, providing a mix of locations within the City as well as size of employment. Large employers were given added weight in the selection process as they were viewed as key "potential clients" of the Summit. We excluded the companies with under ten employees as they were considered unlikely to offer stable employment.

A total of 342 companies in 28 industries were sent letters of introduction signed by 6 Chicago CEO's in the late March through mid-April, 1987. Of these, 25 companies could not be contacted, had moved from Chicago, or represented a division of another company in the survey. On-site interviews were conducted with 149 companies in 27 industries yielding a 47 percent response rate.

Two events occurred during this same time frame that may have prevented a higher response rate. First, the letter of introduction highlighted the sponsorship of the City of Chicago and was sent out during the last days of the mayoral campaign. Several potential respondents indicated they viewed the survey as an election issue. Secondly, the deadline for income tax returns was April 15th, and the additional workload this represented prevented several small businesses and accounting firms from participating. Table III provides further detail on the reasons companies gave for not participating. The interviews were conducted in April and May, 1987.

Table IV provides descriptive data on the companies included in the survey. Slightly over one-half of the companies are small

TABLE II:
SURVEY PARTICIPATION

INDUSTRY(SIC)	CONTACTED	COMPLETED
152 General Building Contractors - Residential Buildings	5	0
171 Plumbing, Heating, and Air Conditioning	9	2
173 Electrical Work	9	1
175 Carpentering and Flooring	6	1
205 Bakery Products	7	2
275 Commercial Printing	11	3
344 Fabricated Metals	4	0
346 Metal Forgings and Stampings	9	5
354 Metalworking Machinery and Equipment	8	4
366 Communication Equipment	5	2
501 Motor Vehicles and Automotive Parts and Supplies	4	1
506 Electrical Goods	9	5
508 Machinery, Equipment and Supplies	23	6
531 Department Stores	6	2

INDUSTRY(SIC)	CONTACTED	COMPLETED
554 Gasoline Service Stations	3	2
581 Eating and Drinking Places	35	13
596 Nonstore Retailers	3	1
602 Commercial and Stock Savings Banks	11	8
641 Insurance Agents, Brokers	12	5
701 Hotels, Motels and Tourist Courts	9	5
731 Advertising	11	9
733 Mailing, Reproduction, Commercial Art and Photography, and Stenographic Services	10	4
739 Miscellaneous Business Services	64	31
806 Hospitals	13	12
811 Legal Services	28	11
866 Religious Organizations	8	1
893 Accounting, Auditing and Bookkeeping Services	13	8
Governmental Agencies	7	5
Total	342	149

TABLE III: REFUSALS BY REASON GIVEN

Refusal Reason	# Responses*	% of Total
Not interested	38	28.3
Too busy/no time available	34	25.4
Could not participate until after survey and date	15	11.2
Organizational/financial difficulties	10	7.5
Company "too small"	10	7.5
Don't hire recent high school graduates	6	4.5
Workers or company not in Chicago	5	3.7
Satisfied with recruitment source	4	3.0
Not hiring	4	3.0
Agreed, then refused after receiving more information	4	3.0
Agreed, then supervisor vetoed particpation	2	1.5
Not of direct benefit to company	2	1.5
TOTAL REASONS GIVEN	**134**	**100.1%+**

* Several companies gave more than one reason for refusing to participate; therefore, the total exceeds the number of companies refusing to participate.

\+ Responses total to over 100 percent due to rounding off of percentages for each response category.

TABLE IV:
SUMMARY OF SURVEY PARTICIPANTS

SIZE OF EMPLOYMENT

SIZE OF COMPANY	# OF COMPANIES	% OF TOTAL
0-10 employees	9	6.0%
11-49 employees	32	21.5%
50-249 employees	37	24.8%
250-499 employees	24	16.1%
500+ employees	50	33.5%

AGE OF COMPANY

YEARS IN BUSINESS	# OF COMPANIES	% OF TOTAL
Less than 5 years	8	5.4%
6-20 years	24	16.1%
More than 20 years	117	78.5%

LOCATION OF COMPANY

GEOGRAPHIC LOCATION	# OF COMPANIES	% OF TOTAL
Central Business	35	23.4%
Outer Central Business	48	32.2%
North	17	11.4%
South	11	7.3%
West Central	7	4.6%
North West	18	12.0%
Far South	5	3.3%
South West	6	4.0%
O'Hare & Other	2	1.3%

in size, employing less than 250 employees. Most had been in business for over 20 years, with just over 5 percent reporting 5 or fewer years in business. Nearly 56 percent of the companies were located in the Loop or its immediate environs, with nearly 15 percent in the south or southwest sides, over 24 percent in the north or northwest sections of the city, and nearly 5 percent on the west side. This pattern reflects generally the patterns of employment in Chicago as reported in Where Workers Work, 1984, produced by the Illinois Department of Employment Security. Sections III, IV, V and VI detail the survey findings.

2. **Product Abstract:** A product describing work under this contract will be available in Autumn, 1987. A product abstract will prepared at that time.

3. **Major Dissemination Activities Summary:** No major dissemination activities were undertaken under this contract. Dissemination activities are planned in the next project phase.

4. **Staff Development:** Training was provided to study staff in the survey instrument and call and interviewing techniques. Training lasted approximately one-half day.

5. **Publicity:** Summarized below are the newspaper articles which concern the Chicago Education Summit. Copies of these articles are attached.

"Education Reform May Be Too Late," Crain's Chicago Business, June 22, 1987.

This editorial commends the efforts of the Learn-Earn Partnership (Education Summit) while pointing out some of its shortcomings. The writer sees a more radical solution, privatization of public education, as a more appropriate means of school improvement in Chicago.

"Mayor's Plan: Link Jobs to Diplomas," Chicago Tribune, May 5, 1987.

The formation of the "Chicago Partnership" to set goals and timetables for school improvement and youth employment was announced by Chicago Mayor Harold Washington. Peter Willmott, chairman and chief executive officer of Carson Pirie Scott & Company, will head the "Partnership." It is hoped that a program will be in place for the new school year.

"Business and the Schools Crisis," Crain's Chicago Business, March 16, 1987.

Examples of business-education initiatives from several cities and states were presented to illustrate business' economic stemmed concern for education. Although a diversity of approach-

es are utilized, there is an underlying "concensus that public education simply can't be permitted to degenerate further." Three Chicago initiatives, the Education Summit, the Job Readiness Program, and the Project Beethoven were discussed.

"Let's Privatize Chicago's Schools," Crain's Chicago Business, March 16, 1987.

Placing education in a competitive marketplace is the thrust of this editorial. The writer feels that education needs to be run like a business where survival or failure is based on the merits of the schools. If a school system does not perform, it does not deserve to survive.

"Chicago Business' Interest in Education a Good 1st Step," Chicago Tribune, December 22, 1986.

This commentary views the "partnership" between Chicago's business and civic community to bring about educational reform and job apportunities for high school graduates as a test of the business-city partnership "rhetoric" despite its many hurdles.

"Promising Idea to Cut School Dropouts," Chicago Tribune, December 18, 1986.

Whether or not Chicago's Education Summit is meant to be a bragging point for Mayor Harold Washington's re-election campaign, this editorial gives its support to the effort.

"'Summit' Groups Sift Ideas in Quest to Help Students," Chicago Sun-Times, December 17, 1986.

This article describes some of the ideas and questions raised by the Education Summit participants to the issue of increasing the employability and employment of Chicago's youth. Contract negotiations are scheduled to begin in March, 1987.

"Business and Schools Map Guaranteed Job Pack for Grads," Chicago Sun-Times, December 16, 1986.

Hal Baron, Mayor Harold Washington's senior policy adivsor, announced an initiative of forming agreements between representatives of Chicago's corporate community and the Board of Education, using the guarantee of employment as an incentive for youth to stay in school. Information was presented to support the need of such an effort.

"Working Business Into School," Chicago Tribune, December 16, 1986.

The disclosure of an "education summit" convened by Mayor Harold Washington to negotiate a set of agreements between the Chicago Board of Education and business to address the issues of Chicago's school dropout and youth employment rates was made. While similar to the Boston Compact, Chicago's effort will seek to go beyond and include initiatives directed to those persons who have already left the school system. The target date for agreements is mid-March, 1987.

Problems:

It proved exceedingly difficult to obtain information from building trades contractors on plumbers, electricians and carpenters through the survey. We are working with the Building Trades Association to gather this survey information on the carpenters. We will also be developing an action plan for obtaining this information for electricians and plumbers. We also had difficulty obtaining sufficient data for nine of the twenty target occupations on current and projected levels of employment to serve as a base for the development of hiring commitment goals from Chicago businesses. At the request of the Education Summit work group chairpeople, NAB will gather this information by September, 1987. No additional funds will be requested to support this activity.

As noted in the midterm report, the report writing activities delayed our start in the preparation of the DACUM panels. We still expect, however, to complete the project on schedule in early November, 1987.

Summations of Evaluation Data Collected: No evaluation data was collected under this contract

Statement of Impact:

The development of an agreement for educational improvement, reflecting substantive commitments by the schools and the Chicago business community, is well underway. The study described in this report has been accepted as a foundation and guide in developing an agreement. The Chicago Partnership, the entity responsible for negotiating for the business community, will use the study as its information base.

Because the Chicago Public Schools have been actively involved in the planning of project activities based upon this study, we hope for acceptance by the Chicago Public Schools as well. In this manner this study, while primarily a research venture, has served as an important basis for cooperation between businesses and the schools. The study design built in regular meetings to update the Hiring Policy Committee on study activities and gain their comments, suggestions, and decisions on key

decision points. As a result, the study is viewed by the committee as their own, leading to greater acceptance of its findings and more informal marketing of the study as a basis for decision-making by the business people themselves. The attached memoranda gives an overview of the status of these negotiations.

In this way, the project has been extremely successful in achieving its impact objectives:

- To develop a framework for a lasting business-education partnership directed to improving the "learn-to-earn" transition in Chicago high school graduates
- Establishing a baseline for developing realistic hiring goals.

Conclusions and Recommendations:

1. Target Occupations

The study investigated 20 target occupations that seemed to offer good entry wages, career advancement opportunities, and stability of employment. Because the only labor market information available is based upon County employment rather than City-specific data, some differences were anticipated between the secondary data and the survey data. In fact, this assumption held true. Switchboard operators, traffic, shipping and receiving clerks, and cooks proved to have a significantly lower employment growth than originally anticipated.

Some of the target occupations, such as receptionists and switchboard operators, do not offer the career advancement opportunities thought to exist for these positions. The remaining occupations do meet the selection criteria established by the Hiring Policy Goals Committee.

Eight of these occupations, to be chosen by the Hiring Policy Goals Committee of the Education Summit, will be investigated at a level of detail sufficient to serve as the basis for curriculum development and refinement. Possible criteria to apply in this selection process might include the revised weighted scores of these occupations on the original selection criteria as well as the interest and needs of the Chicago Public Schools.

2. Key Issues

The survey highlighted three key issues that are significant for developing a business-education partnership. These three issues are:

- "Product Quality": employers' evaluation of the employability of recent Chicago high school graduates

- o "Product Perception": the preconceived notions and biases of the capabilities of Chicago high school graduates, biases that may be at variance with actual "product quality"

- o "Partner Perception": the employers', perceptions of the schools as a partner; their view of the schools commitment and ability to follow-through on common goals.

These issues are considered below, with a Chicago high school graduate considered as the product of the school system, a product for which the Summit intends to increase "product sales" (i.e., hiring). In the discussion below, these issues are considered in the context of principles of product development and marketing.

a. Product Quality

Survey results indicate that Chicago employers view the products of the Chicago Public Schools as inferior, in that they do not "measure up" to their hiring criteria. Specifically, they cite a lack of both basic skills as well as knowledge of appropriate business behaviors, employer expectations, and realistic employee expectations.

The survey has begun the process of identifying employers' hiring and job performance criteria for the target occupations. The next project phase provides an in-depth occupational analysis of job tasks and related skills, knowledge and abilities needed for job performance in a form used by the Chicago Public Schools' curriculum development specialists. The information consists of employers' own reports of their requirements, translated into a "language" understood and used by the Chicago Public Schools.

This information will be at a sufficient level of detail that it can be used to determine whether or not these requirements are being met currently by the schools, and to identify any gaps or disparities that may exist.

b. Product Perception

The survey results, as discussed above, indicate that employers have developed a preconceived judgment of the qualifications of a Chicago high school graduate, reporting that the south suburban and/or parochial schools supply more qualified job candidates. Additional study is needed to identify how much of this percep-

tion is a reflection of objective qualifications and how much is solely an issue of perception, not fact.

To the extent that a preconceived negative assessment exists, product performance becomes particularly critical: any reinforcement of the negative image becomes more powerful than poor performance would be in a neutral or positive image environment. A close correspondence between the quality of the program graduates in relation to the marketing/sales message is critcal in this environment.

c. Partner Perception

The efforts of the Chicago Education Summit have been directed toward the development of a public-private partnership with the aim of increasing the access of Chicago high school graduates to employment. The survey points out that Chicago employers view the Chicago Public Schools with some skepticism in a partnership role.

Several employers referenced working relations that formerly existed with the schools. Employers cite a lack of follow-through by the school representatives as the cause for the end of these programs. It may be that funds supporting these programs were reduced or that there is some other factor besides school personnel's inattention that has led to the demise of once active business-education relations. Whatever the reason may be, it is clear that employers feel the relations died because of a lack of commitment on the part of the schools.

At least two of the employers surveyed reported that their relationships with the schools exist despite administrative obstacles created by the schools, as the result of proactive business leadership. School personnel were viewed as passive, reactive partners in these efforts.

There are, however, the building blocks for successful cooperation. Employers responded enthusiastically to a program model that links job-specific training and work experience at a company with classroom training at the school. They view this model particularly favorably if it includes a strong personal relationship of trust between a high school counselor (or other school representative) and the employer. This personal foundation was cited as a basis on which a company might take a hiring risk on someone the company would not ordinarily hire. Efforts to build on existing positive features and to pinpoint obstacles to business education partnerships can serve as a basis for creating a more positive partnership environment.

3. Dissemination of Study Results

A draft report of the study results will be submitted to a technical advisory committee of labor market information specialists for review and comment. Based on the feedback, a final report will be prepared and is expected to be ready for dissemination in October, 1987. The results will be distributed by the National Alliance of Business to all survey participants, Education Summit members, Chicago Public Schools, City Colleges of Chicago, and Chicago's corporate leaders.

Individual Success Story: Not applicable

Target Occupations
for Chicago Occupational Opportunities Study

1. **JUNIOR DRAFTERS, MANUFACTURING:**

Prepare clear, complete, and accurate working plans and detail drawings from rough or detailed sketches or notes for manufacturing purposes according to specified dimensions. Utilize knowledge of various machines, engineering practices, mathematics, building materials, and other physical sciences to complete drawings.

Drafters are increasingly using computer-aided design systems to create their drawings. Drafting offers a good career path, with junior drafters advancing to checkers, detailers, senior drafters, designers and supervisors.

2. **SECRETARIES, ENTRY-LEVEL:**

Relieve officials of clerical work and minor administrative and business detail by scheduling appointments, giving information to callers, taking dictation, composing and typing routine correspondence (using typewriter or word processor), reading and routing incoming mail, and filing correspondence and other records. May perform various other assigned clerical duties.

3. **TRAFFIC, SHIPPING, AND RECEIVING CLERKS:**

Verify and keep records on incoming and outgoing shipments and prepare items for shipment. Duties include assembling, addressing, stamping, and shipping merchandise or material; receiving, unpacking, verifying, and recording incoming merchandise or material; and arranging for the transportation of products. This occupation excludes laborers, stock clerks, and workers whose primary duties involve weighing and checking. This occupation increasingly involves the use of automated equipment for inventory control and other recordkeeping purposes. This position offers a good opportunity for new workers to learn about the company's products and business practices. Clerks may be promoted to head shipping and receiving clerk, warehouse manager or purchasing agent.

4. **BILLING, COST AND RATE CLERKS:**

Compile data, compute fees and charges, and prepare invoices for billing purposes. Duties also include computing costs and calculating rates for goods, services, and shipment of goods; posting data and keeping other relevant records. May involve use of typing, adding, calculating, and bookkeeping machines.

Workers whose primary duty is operation of special office machines are classified as Billing, Posting, and Calculating Machine Operators. Workers calculating charges for passenger transportation are classified as Reservation and Transportation Ticket Agents.

5. TYPISTS:

Type letters, reports, stencils forms, addresses, or other straight copy material from rough draft, corrected copy, or voice recording. May perform other clerical duties as assigned. Many typists use word processing equipment.

6. BOOKKEEPING, ACCOUNTING, AND AUDITING CLERKS:

Compute, classify, and record numerical data to keep sets of financial records complete. Perform any combination of routine calculating, posting, and verifying duties to obtain primary financial data for use in maintaining accounting records. May also check the accuracy of figures, calculations, and postings pertaining to business transactions recorded by other workers. Workers whose primary duty is operation of special office machines are not icluded in this occupation.

This occupation increasingly requires the use of computer-based spreadsheet programs. Newly hired bookkeeping workers begin by recording routine transactions such as accounts payable or accounts receivable. As they gain experience they advance to more responsible assignments, such as preparing income statements, reconciling accounts, and reviewing computer printouts. Bookkeeping clerks can be promoted to supervisory jobs, and, with additional education, to accountant positions.

7. PAYROLL AND TIMEKEEPING CLERKS:

Compute wages and post wage data to payroll records and/or keep a daily record showing time of arrival and departure from work of employees. Compute earnings from timesheets and work tickets using calculator. Operate posting machine to compute and subtract deductions. Enter net wages on earnings record card, check stub, and payroll sheet.

8. RECEPTIONISTS AND INFORMATION CLERKS:

Answer inquiries and obtain information for general public (customers, visitors, and other interested parties) concerning activities conducted at an establishment, or office location or concerning persons within firm, departments within store, or services within hotel. May perform variety of other clerical duties. This occupation excludes receptionists who operate switchboards.

9. CARPENTER APPRENTICES:

Perform the carpentry duties necessary to make or repair wooden structures, structural members, and fixtures and equipment using carpentry tools and woodworking machines. This occupation excludes cabinetmakers and bench carpenters.

Apprenticeship programs generally are three to four years in length and are offered locally by the Associated Builders and Contractors, Inc., the Associated General Contractors, the United Brotherhood of Carpenters and Joiners, and the National Association of Home Builders.

10. ELECTRICIAN APPRENTICES:

Install, maintain, and repair wiring, electrical equipment, and fixtures. Insure that work is in accordance with relevant codes. May read blueprints. This occupation includes Portective Signal Installers and Repairers and Street Light Servicers.

Applicants to apprenticeship programs generally must be 18 years old. The apprenticeship program requires four years, which includes 144 hours of classroom instruction in addition to on-the-job training.

11. PLUMBERS, PIPEFITTERS, AND STEAMFITTERS APPRENTICES:

Assemble, install, alter and repair pipe systems (metal, plastic, ceramic, composition, etc.) that carry water, steam, air, or other liquids or gases.

Apprenticeship programs are available through the United Association of Journeymen and Apprentices of the Plumbing and Pipefitting Industry, the Mechanical Contractors Association of America, Inc., the National Association of Plumbing-Heating-Cooling Contractors and Associated Builders and Contractors. Apprenticeships consist of four years of on-the-job training in addition to at least 216 hours annually of related classroom instruction.

12. ELECTRICAL AND ELECTRONIC TECHNICIAN TRAINEES:

They develop, manufacture and service electronic and electrical equipment and systems such as radios, radar, sonar, televisions, industrial and medical measuring or control devices, navigational equipment and computers. They use sophisticated measuring and diagnostic devices to test, adjust and repair equipment. Employers may prefer applicants with specialized technical training. Two-and four-year apprenticeship programs exist to meet this need.

13. AUTOMOTIVE MECHANIC ASSISTANTS:

Automotive mechanics adjust, repair, and overhaul automotive vehicles. May be designated according to specialties, such as Brake Repairers, Transmission Mechanics, or Front-end Mechanics. This category excludes Auto Body Repairers, Bus and Truck Mechanics, Diesel Engine Specialists, and Electrical Systems Specialists.

A knowledge of electronics is becoming increasingly important as electronic controls are being designed into automotive components. A few apprenticeship programs may be available through motor vehicle dealers and independent repair shops.

14. ORDER CLERKS:

Receive and process incoming orders for materials, merchandise, or services such as repairs, installations, or rental of facilities. Additional duties include informing customers of receipt of order, prices, shipping dates, and delays; preparing contracts; and handling complaints.

15. SWITCHBOARD OPERATORS/MESSAGE CENTER OPERATORS:

Operate cord or cordless switchboard to relay incoming, outgoing, and interoffice calls. May supply information to callers and record messages. In addition to performing duties of Switchboard Operator, may also act as receptionist and perform routine clerical work and typing.

16. INDUSTRIAL TRUCK AND TRACTOR OPERATORS:

Operate gasoline-or electric-powered industrial trucks or tractors equipped with fork lift, elevated platform, or trailer hitch to move materials in an establishment, warehouse, storage yard, factory, or at a construction site. Occupation excludes Logging Tractor Operators. The survey will identify what impact, if any, the use of automated material handling systems is having on this occupation in Chicago.

17. GENERAL OFFICE CLERKS:

Workers are classified as General Clerks only if their duties are too varied and diverse to be classified in any specific office clerical occupation. Clerical duties may be assigned in accordance with the office procedures of individual establishments and may include a combination of bookkeeping, typing, stenography, office machine operation, and filing.

18. STATISTICAL CLERKS:

Compile and compute data according to statistical formulas for use in statistical studies. May also perform actuarial computations using algebra and trigonometry and compile charts and graphs for use by Actuaries. This occupation includes Actuarial Clerks.

19. CHEF TRAINEES:

Assist cook in the preparation, seasoning, and cooking of soups, meats, vegetables, desserts and other food in restaurants or institutions such as schools, hospitals or cafeterias. This occupation excludes short-order cooks.

20. HOTEL ENTRY OCCUPATIONS:

The Hotel and Restaurant Employees Union has enthusiastically endorsed the Hiring Policy Committee's concept of creating career ladders within the Hotel industries that allow qualified Chicago high school graduates to progress upward from such entry-level positions as bellhop and front-desk receptionist.

21. OCCUPATIONS NOT SELECTED:

The following occupations were considered but scored less highly than the occupations above for the reasons noted:

- Operating engineer apprentice (industry representation)
- Computer operator (industry representation)
- Peripheral EDP equipment operator (industry representation)
- Retail salesperson (wage)
- Packaging and fill machine operator (wage).

CITY OF CHICAGO
OFFICE OF THE MAYOR

Harold Washington
Mayor

June 17, 1987

To: Summit Principals and Work Group Participants

From: Hal Baron, Chief Policy Advisor

Re: Mayor's Education Summit Status as of June 15, 1987

OVERVIEW

The January 20th meeting of Mayor Washington's Education Summit decided to concentrate on a first round of agreements that could be ready for implementation with the opening of the school year in September. Following this guidance, the Steering committee selected three proposals from the Work Groups for the first round:

- "Hiring Compact" - to place high school graduates in jobs with a career potential.
- "The Literacy Ladder to Jobs" - To improve the skills and provide job incentives to dropouts and those who graduated.
- "Passport to Excellence" - to strengthen parent and community involvement in and support for the educational process.

Negotiation of the agreements are to be conducted by the parties that will implement them.

On June 8 the negotiations on the "Hiring Compact" commenced. The Steering Committee has targeted July 1 for commencement of "Literacy Ladder" negotiations and July 15 for "Passport to Excellence."

WORK GROUPS

Through sustained efforts and commitment our six Work Groups developed eleven action-oriented proposals to address the employment and employability of Chicago's youth following the guidelines framed by the Mayor and the Summit (see attachment). The Steering Committee then selected the three above mentioned proposals from the eleven for discussion in the first round of negotiations. The remaining

proposals will be considered for inclusion in a second round of agreements after the successful launching of the first three agreements.

These Work Groups have benefited from the participation of some 140 persons under the very able leadership of their chairpersons. A Steering Committee - comprised of the chairpersons, Mayor's Office representatives, and at-large members from the Board of Education, Chicago City Colleges, the Archdiocese Board of Education and the Chicago Teachers Union -- has coordinated this activity. The Steering Committee will provide assistance and exchange of information between the three negotiating processes this summer.

We look forward to a September meeting of the Summit principals to review and ratify the results from the negotiations between the various parties.

NEGOTIATIONS - ROUND ONE

In what is truly an historic first in Chicago, the negotiating teams of the Chicago Board of Education, the Chicago business community (represented by the Chicago Partnership for Educational Progress) and the Mayor's representatives met in the Mayor's Conference Room and expressed a renewed sense of hopefulness in the process they were embarking on together. The newly formed Chicago Partnership, established to coordinate eight business organizations around a more effective civic agenda, gave impetus to the business negotiating team headed by Peter Willmott, Chairman of the Board, Carson Pirie Scott and Company. The Board of Education team, headed by Board Chairman Dr. Frank Gardner, noted the new spirit of enthusiasm and fresh commitment that they felt at the negotiating table. With Rev. Kenneth Smith, as facilitator, the first negotiating session ended with an agreement on a statement of purpose and a process of not more than five sessions to fashion action agreements by September.

"HIRING COMPACT" PROPOSAL

This first round of negotiations will begin with the proposed Challenge for Employment Program developed by the Hiring Policy Goals Work Group: 1) the schools will prepare the students competently for today's work world; and 2) employers will provide preference to Chicago's competent youth. The Hiring Work Group developed recommendations for achieving these goals. Starting from these proposals, the parties at the table will craft the actual procedures they will implement as part of the agreement.

NEGOTIATING THE OTHER PROPOSALS

The Steering Committee has set targets for commencing negotiations on the "Literacy Ladder for Jobs (July 1) and the "Passport to Excellence" proposals (July 15). Sub-committees are working to identify the relevant parties that will sit at each of

these tables. Included in this preparatory work is the focusing of the proposals so they initiate workable programs that can be expanded over the years.

CONCLUSION

The Education Summit has made substantial progress towards its goal of producing agreements for measurable enhancement of the employability and employment of Chicago's young people. I anticipate sending you another status report towards the end of August with substantial additional achievements. At that time we hope to set a date for the meeting of Education Summit principals.

I welcome comments, feedback and other suggestions any time.

Attachment 1

BRIEF DESCRIPTION - WORK GROUP PROPOSALS

A. Business Support Work Group

"Adopt"-A-Kid

Adopt-A-Kid is a mentorship program which seeks to identify young people at risk of dropping out of school, and who have otherwise demonstrated an exceptional probability for academic success. These individuals are paired with a business representative who offers support and guidance through individual tours, personal relationships, and other activities geared toward fostering a greater awareness/appreciation of high school completion and future employment opportunities.

Corporate Buyer/Supplier Partnership

This proposal seeks to increase the number of companies involved with the Education Summit by encouraging large businesses located outside the city limits to take a leadership role in soliciting their Chicago based suppliers. Business support could include in-kind services, equipment, cash, or jobs.

*Adopt-A-Teacher Program

This proposal seeks to encourage business and industry to adopt a teacher for one semester. The teacher will be exposed to new technology and new methods used in the real work place. In return, the teacher will perform assigned tasks which will contribute to the productivity of the company.

*Business/School Partnership: A Collaborative Model

The Business/School Partnership is a collaborative model between Loop businesses and Jones Metropolitan High School of Business and Commerce to develop a supply of well trained future workers. Changes mandated by this model include restructuring the business curriculum in the schools; and providing pre-employment and employment opportunities for students.

*Note: Proposal submitted after Steering Committee meeting.

B. Literacy/Job Training Work Group

OJT for Out-of-School Youth

This proposal targets drop outs performing at approximately the 9th grade level and provides entry level employment. The participants gains valuable work experience that could lead to a better paying job with a future. a key aspect involves linking the initial employment to participant enrolling in basic skill training courses, culminating in a GED or high school diploma.

Community Learning Centers for Out-of-School Youth

Community Learning Centers for Out-of-School Youth represent an opportunity for high school dropouts to re-enroll in an educational program. The learning centers would offer smaller classrooms or individualized instruction. They would also link literacy and basic skills instruction with support services, job training, and part-time employment to encourage youth participation and increase long-term employability. Youth who remain in the program and achieve two or three grade level gains would be eligible for the on-the-job training program.

C. School Improvement Goals Work Group

The work group submitted a list of proposed objectives for system-wide school improvement. The bulk of these objectives are predicated on the Chicago Public School System raising achievement patterns commensurate with national norms. Various benchmarks have been established to meet the proposed objectives, including a five (5) year target.

D. Hiring Policy Work Group

Strengthen the Cooperative Education program

This series of proposals provides additional structure and accountability for the Chicago Public Schools cooperative education program. The proposals call for the establishment of a database for the program to determine program impact; an education advisory committee to coordinate, advise, monitor, and facilitate the cooperative education experience in the Chicago Public Schools; and the development of an effective staffing model to provide each high school with adequate staff to implement a broad based program for their student population.

Hiring Compact (Challenge for Employment Program - CEP)

This series of proposals establishes a "hiring compact" whereby employers guarantee to provide a set number of jobs to high school graduates who perform at specified levels. Specific proposals involves: surveying area businesses in order to identify growth industries, and the types of basic skills, abilities, and work competencies that are needed by high school graduates to qualify for entry-level "growth" jobs; a three (3) to five (5) year implementation schedule; and the structur eof a third party management organization to oversee implementation of the hiring compact.

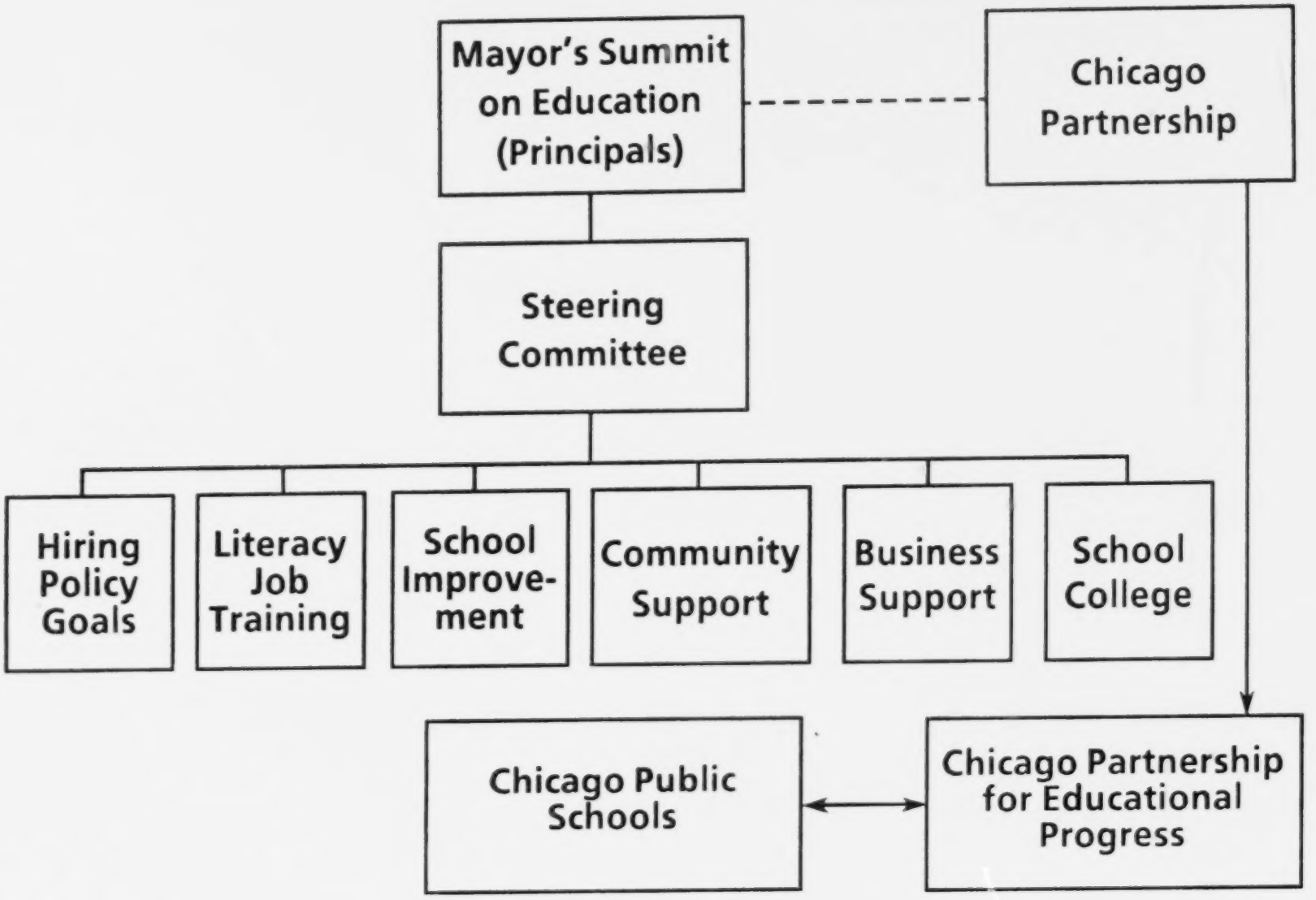
Establishment of a Reporting System on High School Student Outcomes

The objective of the proposal agreement is the establishment of an automated database of the post-high school outcomes of recent chicago high school attendees. The data should be collected in January on youth who graduated from the Chicago public high schools the preceding June. Data items collected should include: enrollment in two and four year universities; enrollment in the military; full time employment; part-time and temporary employment; and salary information.

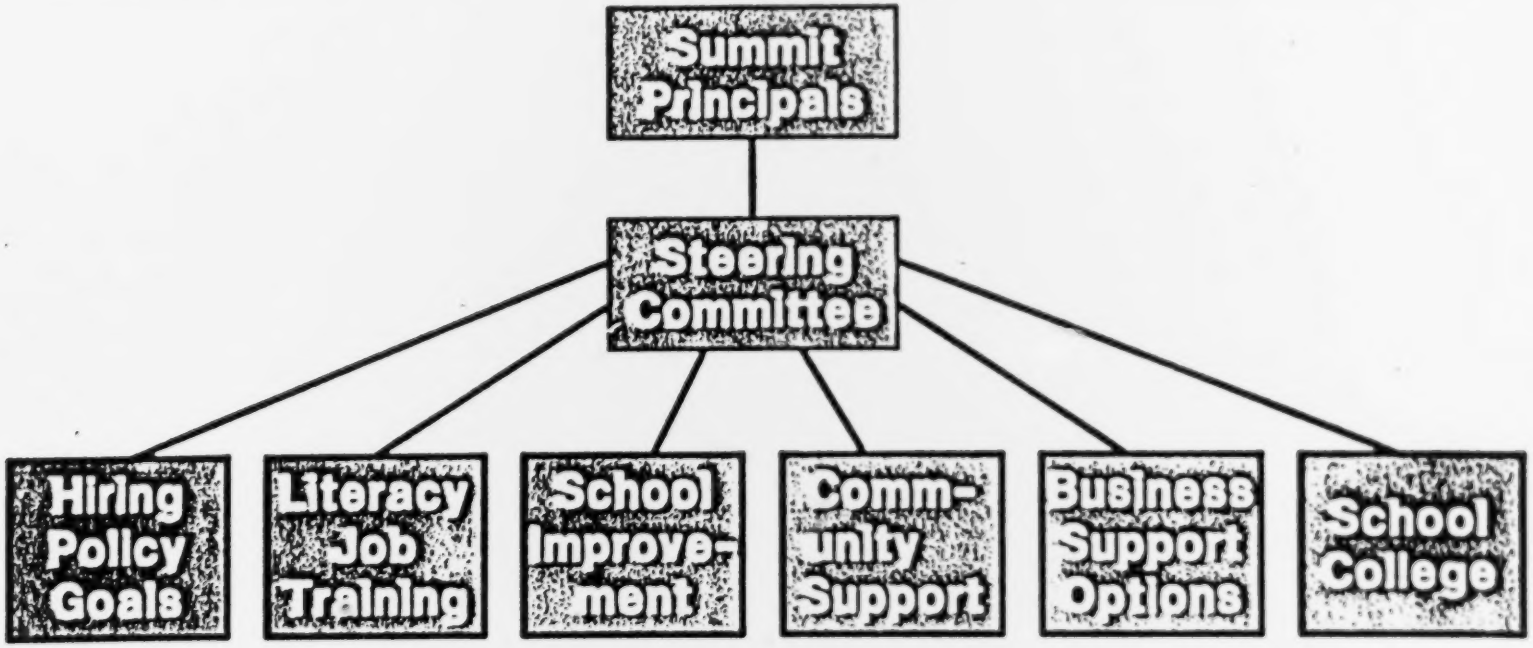
E. Community Support Options Work Group

Shared Decision Making and Passport to Excellence: A Two-Pronged Approach

This proposal attempts to strengthen parent participation in the local schools while linking "at risk" children and their parents in out of school educational/community activities. Specific aspects encourage parent/child involvement, school/parent partnerships, provides accountability and incentives for student in school attendance and out of school activities. Designs a role for volunteers as well as for schools to link with community based educational and social service programs.

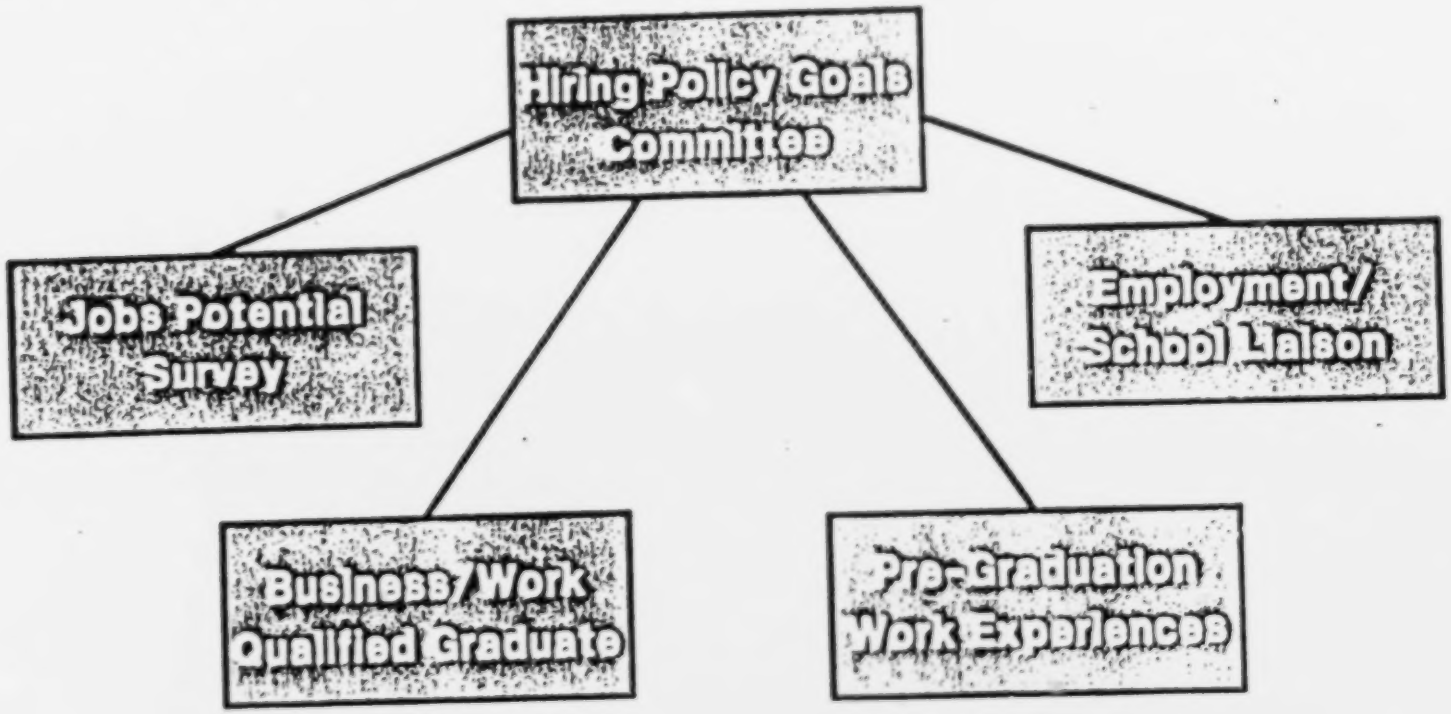

Mayor's Summit on Education (Principals)
Chicago Partnership
Steering Committee
Hiring Policy Goals
Literacy Job Training
School Improve-ment
Community Support
Business Support
School College
Chicago Public Schools
Chicago Partnership for Educational Progress

150 Business, Government, & Civic Representatives



Source: Chicago Education Summit, Hiring Policy Goals Committee January, 1987

Hiring Policy Goals Committee



Source: Chicago Education Summit, Hiring Policy Goals Committee January, 1987

OPINION

Education reform may be too late

Some key leaders in Chicago's business community and Mayor Washington appear determined to make a diploma from the Chicago public school system mean something. If the mayor and Carson Pirie Scott & Co. Chairman Peter Willmott achieve what they envision (*CCB*, June 15), a diploma will mean that the graduate who earns one from the Chicago public schools can read, write and factor at a level proficient enough to make him or her worth hiring; and a diploma also will mean that Chicago business stands ready to hire those same graduates.

While the Learn-Earn Partnership faces enormous obstacles, it's important to recognize that the ad hoc committee developing it is proceeding with a clearly defined strategy for phased-in implementation and realistic achievement goals.

On the other hand, the partnership is the kind of desperate program one would expect to emerge in the non-competitive environment for education with which Chicago finds itself saddled. Burdened with a 50% effective drop-out rate and suspect achievement levels for those who stay in school, the Chicago public schools are a shambles. And unless the school system can somehow reform itself quickly, it's possible the whole system could go into a court-ordered receivership.

The Learn-Earn Partnership is an attempt to co-opt the opposition by introducing a tiny element of private direction to the public sector. The fact that businesses—major users of the Chicago public schools' product—may force some quality standards on the system is as encouraging as it is long overdue.

Nevertheless, the partnership fails to address the fundamental problem in public education: lack of accountability by teachers and principals to students, parents and employers. The partnership will encompass only 5,000 students a year if it reaches its goal in five years. That would leave 425,298 students to flounder in the morass of Chicago public education.

If successful, the partnership may be expanded, and it may indeed save the public schools. For the sake of the students still laboring under the current system and the employers who hire them, we hope the partnership works. As we've expressed it before, we're ready to try something more radical: privatization of public education #

TRIBUNE 5/29/87

Mayor's plan: Link jobs to diplomas

By James Strong

Mayor Harold Washington announced Thursday the first steps in a long-range plan to break the Chicago school system's "cycle of failure" by linking new learning programs with job opportunities in the city's business community.

The latest plan to give Chicago high school students incentive will be an effort by public and private industry leaders to draft a program giving graduates guaranteed jobs, Washington said.

While Frank Gardner, the new board of education president, and Manford Byrd Jr., school superintendent, looked on, Washington censured the school system: "Too few Chicago teenagers are graduating from high school with acceptable reading, writing and math skills."

He said the business, civic and education leaders have "committed themselves to solutions that would break those cycles of failure for our children."

The primary objectives of the new "Chicago Partnership" will be to set goals and timetables for improvements in the school system and for hiring youths who graduate from it. The program will be directed by Peter Willmott, chairman and chief executive officer of Carson Pirie Scott & Co.

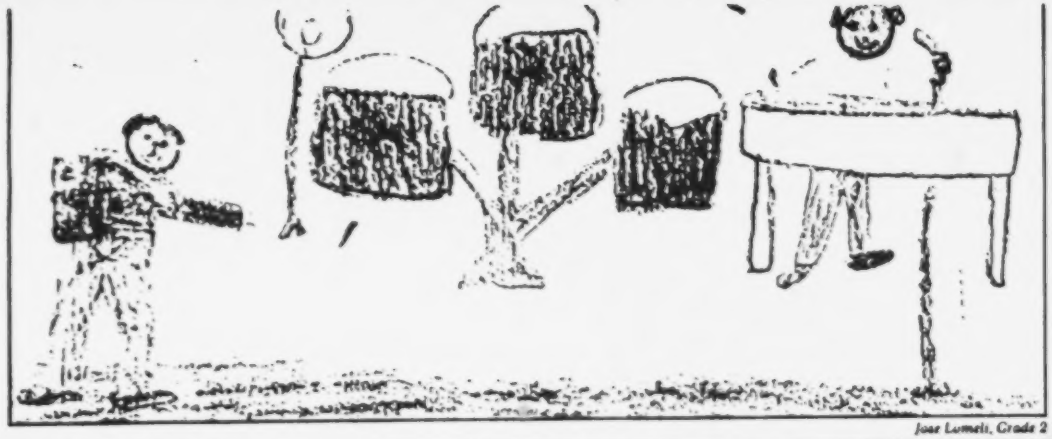
Washington said it is imperative that the city support a recommitment to quality education.

About 140 volunteers from the public and private sector have discussed preliminary guidelines for the program and will begin "negotiations" on a program of education and job guarantees June 8.

Washington said he hopes that a new learning and jobs program can be in place when the new school year begins.

In supporting the concept, Willmott said at a City Hall news conference, "We are ready to offer jobs to those who have benefited from a good educational system and, therefore, are prepared for the rigors of a competitive business environment."

The new group is a result of recommendations in the "The Chicago Project, A Report on Civic Life in Chicago" published last September by a special committee studying the city's future.



Jose Lumeli, Grade 2

Kelin Suddath, Grade 2

Business and the schools crisis

Worried firms boost aid nationwide, with mixed results

By BARBARA MARSH

Nobody is employed in Maria Marquez's family.

Her mother is divorced and on welfare, which supports five children living at home. The family moved to Chicago's Pilsen community from Mexico eight years ago, but Maria's father remains in Mexico, and the family never hears from him. Her older brother dropped out of high school to take a job, but he quit soon after.

Maria, a petite, sparkling-eyed 18-year-old, won't take after her brother if she can help it. Through a business-community experiment in drop-out prevention at Farragut Career Academy, the local public high school where Maria is a junior, she's learning what it takes to make it in the job world.

So far, the results of the experiment, dubbed Job Readiness by the officials and "JR" by the kids, look good. Most important, the 344 economically disadvantaged minority participants at Farragut get summer jobs if they keep up their grades and attendance.

After benefiting from two summer jobs she got through JR, Maria finds the business world to her liking, and she dreams of landing a college scholarship. "When I see all the secretaries and clerks and businessmen, that makes me want to sit in one of their chairs," she says, bobbing her head in emphasis.

Farragut's JR students—now in the third of a four-year experiment—seem to be making headway. According to a survey last year, the attendance rate for 10th graders who'd been in the program two years was 91%, compared with 79% for a group of non JR classmates. Only 7% of the JR students had dropped out, that contrasts with 32% for the comparison group.

Also contributing to this article were: Loretta Ashyk of *Crain's Cleveland Business*, Mark Litt of *Crain's New York Business* and Vanessa Waters of *Crain's Detroit Business*.

JR works through a series of carrot-and-stick techniques aimed at instilling in students the discipline to finish high school and hold a job. JR students take career-oriented classes on top of the usual academic load. A slightly smaller-than-average class size (25 for JR classes, 27 for the others) provides more individual attention.

Teachers, drumming in good work habits, closely monitor attendance. They scold latecomers, encourage students to report on their friends if they cut class and publicly chide unprepared students with embarrassing questions.

The $150,000-a-year grant that funds much of the JR budget at both Farragut and Chicago's Dunbar High School actually comes from outside the community—from the Edna McConnell Clark Foundation in New York—and the start-up funding will disappear after next year.

Thus far, Chicago United, the local business organization that administers the JR program, has no intention of picking up the tab. And the Chicago Board of Education may have other issues to contend with.

Still, there's a chance that creative business initiatives such as JR won't keep falling through the cracks. Spurred by the public schools' dreary record, Chicago corporate leaders seem dedicated to deepening business involvement in efforts to help improve public education.

Indeed, businesses in many U.S. cities—both individually and through associations—are creating programs to address some of the worst problems of their school systems. The newfound concern stems almost exclusively from economic considerations—among them, looming shortages of younger workers, burgeoning costs of re-education and social costs associated with illiteracy and poverty.

Diversity of approach is one of only two characteristics common to these various programs, which grow out of situations specific to the individual cities and their business communities.

The other common characteristic

See **Schools** *on Page 22*

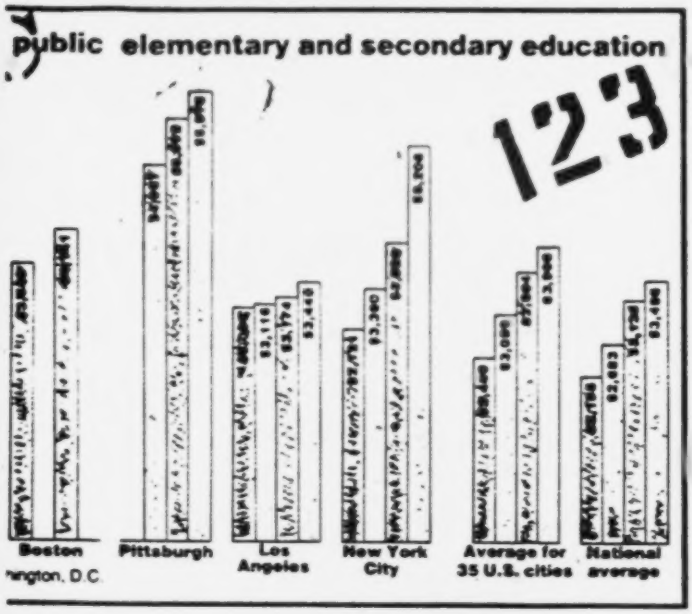


Photo by Roger Mastroianni

Cleveland's Joan Lamson must pay for the schools' failure by providing basic skills training for new employees. The costs are frightening.

Schools . . .

Continued from Page 21

appears to be a consensus that public education simply can't be permitted to degenerate further.

"If I, as a citizen, could flip one switch and solve a problem, it would be education in the city of Chicago," says Harris Bank CEO B. Kenneth West, who serves on Mayor Harold Washington's recently created Education Summit, an effort aimed at launching a sweeping jobs-for-students alliance in the fall.

Major effort

If it gets off the ground, the Chicago effort would involve hundreds of local companies providing jobs for students (possibly including those at private schools) who stay in school and keep their grades and attendance up.

The program would be loosely modeled on a successful effort in Boston, dubbed the Boston Compact (*CCB*, Sept. 29, 1986). However, it's doubtful that Chicago companies will make an iron-clad Boston-style promise to provide every qualifying student a job. While Boston's unemployment rate, as of December, was 2.6%, Chicago's was 6.3%.

Worse, a task force report pegged the local unemployment rate at about 30% for the 16,000 students who graduated from the Chicago public schools in 1985.

"Of that 30% plus the dropouts, we're talking about a potential of up to 12,000 students a year," says Gene Cartwright, Amoco Corp.'s community affairs manager, who heads the Education Summit's key business committee. "I don't know yet whether we can produce 10,000 or so jobs a year."

Mr. Cartwright's committee is trying to determine precisely what skills employers require of entry-level workers. Having isolated 20 categories of entry-level jobs expected to experience growth, the task force now is surveying 285 local businesses that offer these growth jobs.

With cooperation of teachers and administrators, the task force also hopes to recommend ways that the public schools can redirect their programs to prepare youngsters for those jobs.

Still, Chicago's evolving business-public school alliance can't yet claim the sweeping success of citywide partnerships in Boston and Pittsburgh, and chances are remote that the success of a statewide partnership in Florida can be duplicated here.

The sea-saw change in business-school relationships that started in the early 1980s in smaller cities only recently has spread to major cities.

Such sudden enthusiasm for education reform isn't merely altruistic. The cost of non-involvement is a major impetus behind business efforts.

In the short run, small businesses stand to gain the most from efforts to help public schools. Their salary scales usually are lower than those of larger companies, so they can't be as choosy among entry-level candidates. But, according to Robert Martin, an education lobbyist at the U. S. Chamber of Commerce, they provide the first job for at least 80% of students coming out of school.

Many small business owners across the country are disgusted with the poor quality of entry-level applicants coming out of the public schools. But few have the wherewithal to do much about the situation.

Nevertheless, some, such as Joan Lamson of Castite Systems Inc., a Cleveland firm that seals metal castings, find themselves paying for the schools' failure by providing basic-skills training for new employees.

Ms. Lamson is fed up with high-school applicants who, she says, lack "even the slightest glimmer of problem-solving skills." So, she's considering hiring someone to tutor employees in math and reading.

Costs staggering

But the costs are frightening. She's already shelling out $75 for a consulting firm's assessment of the basic skills of each entry-level hire. This year, she estimates she'll pay out $1,000 to shore up basic skills.

Likewise, large corporations grumble about the rising tab for basic-skills training. In 1977, more than a third of the 610 corporations surveyed by the Conference Board—a national business-policy organization—indicated they were offering some sort of basic-skills training. Experts say the figure has risen since. However, no one can pinpoint how much of the estimated $40 billion that companies spend on formal training goes for basic skills.

Large corporations also suffer when a poor urban school system poisons the image of their city, hob-

See **Schools** *on Page 23*

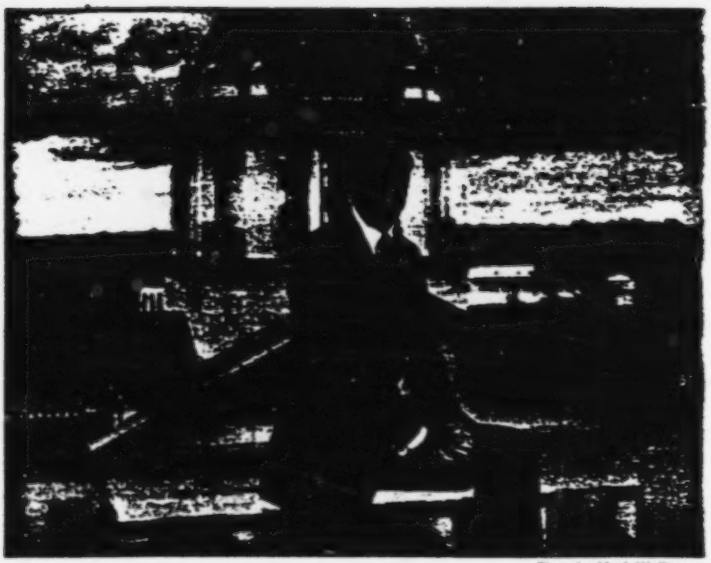


Photo by Mark Wallheiser

In Florida, businessman John Schebel reached out to the teachers union. The result: up to $350 million in new taxes on business over five years.

Schools . . .

Continued from Page 22

bling their efforts to recruit the best and brightest managers.

"The Cleveland area can take on any metropolitan area in culture, sports and beauty, but we can't compete because of our school system," laments John Lewis, committee chairman of the Greater Cleveland Roundtable, a coalition of corporate, labor, education and community leaders.

Costs staggering

Over the long run, experts agree that the costs to society of a population of untrained, unproductive individuals could be staggering. Business, as well as individual taxpayers, will bear the brunt of those costs.

"The cost (to society) for anybody who doesn't make it is $300,000 over a lifetime," estimates Irving Harris, a Chicago businessman and philanthropist who's a leading supporter of early childhood education. "The cost in human terms is so much more."

At the same time, demographers predict a nationwide shortage of young workers by the year 2000. Reports William Johnston, a senior researcher at the Indianapolis-based Hudson Institute, "With the absolute numbers of new workers age 16 to 34 declining by almost 5 million, many companies may find themselves unable to move rapidly to hire large numbers of new workers to respond to changing economic conditions."

Companies in the Midwest and the Northeast—already afflicted by outmigration during the past decade—will feel the pinch most severely. Mr. Johnston adds that the practice of laying off older workers in declining industries while hiring younger workers in growth fields will become more difficult. Early retirements will be much more expensive, and young workers could demand significantly higher wages.

Clouding the already bleak future of public education will be the surging population of minorities. By the year 2000, one of every three Americans will be non-white. "A larger percentage of our workforce will be poor minority students—kids we've had the least success in educating in the first place," says Michael Timpane, president of Columbia University's Teachers College in New York.

Racial breakdown

Already, 60% of the pupils enrolled in the Chicago public schools are black, 22% Hispanic and the rest—except for a fraction representing other minorities—are white.

Still, business generally remains reluctant to commit philanthropic support to urban public schools. A 1984 survey of 411 major corporations nationwide indicated that they annually gave a total of $26 million to support both private and public elementary and secondary schools—or only 5.2% of their total contributions to education.

Executives at city-based corporations who send their children to private or suburban schools often have limited understanding of urban school problems.

Unaware of implications

For instance, in Cleveland, where a federal judge's 1978 desegregation order soured the business community on urban public school reform until quite recently, few business people even are well acquainted with the provisions of the judge's shattering order.

Says Jerry Jarrett, chairman of AmeriTrust Corp., Ohio's fourth-largest bank holding company, "I don't think it's any of my business to read the order. I don't live in Cleveland. I'm not a voter in the city and I don't vote for the school board." Ironically, he heads Cleveland's Center for Corporate Involvement, a program that loaned local executives to the schools to help with management problems.

Meanwhile, the waves of educational-improvement programs that come and go make teachers cynical. When James Foley, auto shop instructor at Chicago's Farragut High School, was invited to join the JR teaching team, he figured, "Sure, why not? A lot of these programs don't even get started. There was a 'Project Read.' There was a 'You Can' program—I'm sure the person (who headed that program) still exists in the administration somewhere."

Indeed, there's little satisfaction in piecemeal assistance on either side. In Detroit, where 50 companies are involved in Adopt-A-School and other school partnerships, Lawrence Givens, a spokesman for the Automobile Club of Michigan, insists such involvement isn't enough, noting that 90% of the Detroit schools remain orphans.

"The notion of adopting schools has been around a long time but has never caught on in a large way." Business frequently doesn't know how to help, he says, and schools, once adopted, often can't pinpoint how.

Even public proponents of Adopt-A-School programs privately admit that they vary widely in effectiveness. Most programs are just window dressing, although every city has its shining exceptions.

"Adopt-A-School was an easy way for business to become involved, by helping buy team uniforms or setting up a science fair or providing summer interns. It usually works fine in middle-class schools," says Sandra Hamburg, a spokeswoman for the New York-based Committee for Economic Development, a national organization of corporate executives that promotes business-school partnerships.

"It's much more difficult to make substantive improvements in inner-city schools."

And the few successes tend to get lost in the shuffle. "There are wonderful things happening, but too often, the successes don't get replicated or the failures corrected," says Robert Wagner Jr., president of the New York City Board of Education. "And that's so often true of business efforts."

Numerous possibilities

The finest business-school alliances may embrace an entire system, as in Boston, Pittsburgh and Florida. Or, as the JR program has demonstrated here, business spearheads innovative approaches to a problem as complicated as educating disadvantaged low-achievers. Or, by Irving Harris' example in Chicago, business can even promote new ways of attacking the cycle of poverty—a complex of social problems that dooms some kids even before they start school.

Still, business-public school partnerships that work have a couple of things in common.

They apply to the schools methods that business people already use with success in their own operations—such as lobbying state and federal legislators, offering performance incentives to their people or sniffing out innovation. And they have the momentum that only derives from the passionate

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commitment of individual leaders.

Increasingly—and incredibly—business isn't waiting for state legislators to sock them for additional tax revenues for education. In fact, in Florida right now, business leaders are buttonholing their state lawmakers, asking to be taxed more in exchange for educational reforms.

Strange bedfellows

The politics of education in Florida has made for strange bedfellows: the most anti-union statewide business organization and its largest teachers union.

What triggered a meeting of the minds was the failure of former Gov. Bob Graham's merit-pay plan for Florida teachers, which business backed and the teachers opposed. Though passed by the State Legislature in 1984, the plan fell apart.

At that point, Jon Schebel, president of Associated Industries of Florida, the anti-union business group, phoned Pat Tornillo, president of the teachers union, to say, "This is never going to work as long as we're fighting each other."

That led to frank talk about Florida's extremely critical teacher shortage. The state, which boasts a low unemployment rate of 5.8%, is growing so fast that it must recruit two out of three of its teachers from out of state.

Mr. Schebel considered the link between educational quality and Florida's ability to attract top teachers key to its competitiveness in world markets. "We now live in a global economy. We don't just compete with Boston, Chicago and New York, but also Hong Kong, Japan, Korea, every place in the world," he says.

"There must be financial compensation to attract the best people. People don't go into education to become millionaires, but they want to make a decent living, send their own children to college and live in the middle-class or upper-middle-class."

Other groups joined the discussions, including Florida's Council of 100—composed of chief executives from the state's large corporations—the state Chamber of Commerce and a variety of professional educators associations. The resulting group, the Business and Education Coalition, met for a year, holding retreats and listening to experts.

Eventually, the coalition drew up plans for improving the compensation structure for teachers and for a career ladder to replace the merit-pay plan. With business people lobbying alongside educators, the plan won legislative approval in Tallahassee last year.

This month, businesses are asking the State Legislature to fund the plan by repealing certain sales tax exemptions. Businesses expect to pay $90 million this year to launch the program and up to $350 million a year in five years.

'Corporate responsibility'

"We're saying, 'Tax us, and this is how we'd like to be taxed,' " says Mr. Schebel. "We think it's a corporate responsibility to come forth with a plan."

Meanwhile, Chicago's maverick philanthropist, Mr. Harris, chairman of Pittway Corp.'s executive committee, is overturning the conventional notion that education begins in kindergarten—or even preschool.

He's tracing the causes of educational failure among disadvantaged students back to the cradle. "It's almost immoral," he insists, "to have it determined before a child is 3 years old that he won't make it in school, that in 12 years he'll be selling drugs and find himself in prison at 16 or 18."

He challenges policymakers who hold the educational purse strings to rethink their funding priorities, contending that the U.S. educational system assumes—wrongly—that children come to kindergarten prepared. In total, $261 billion a year is spent nationally for kindergarten

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EDUCATION

Staff photo by Mary Hertahy

With Project Beethoven, Chicago philanthropist Irving Harris is tracing the causes of educational failure back to the cradle.

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through graduate school, both public and private; only $1 billion goes for kids age 5 and under, and that all winds up in Head Start.

Continuing search

Mr. Harris, a long-time proponent of Head Start, is now looking for answers for students that Head Start doesn't reach. According to a well-known study of about 100 Ypsilanti, Mich., children in Head Start, 67% of the students eventually finished high school—compared with 49% for similar students not in the program.

"But, still," says Mr. Harris, "33% of the Head Start kids didn't."

To show how such children can be helped, Mr. Harris—who's already contributed $20 million to other philanthropic programs—has inaugurated the experimental Project Beethoven in Chicago's Robert Taylor public housing complex. The project promises a chance to succeed to all infants born in the next year, who are expected to start kindergarten at the neighborhood Beethoven Elementary School in 1991.

The project will embrace about 125 to 150 newborns this year—and groups of that size will be added next year and the following year.

Essential assistance

The babies' mothers—most of whom are unwed teen-agers—will receive prenatal care to help prevent

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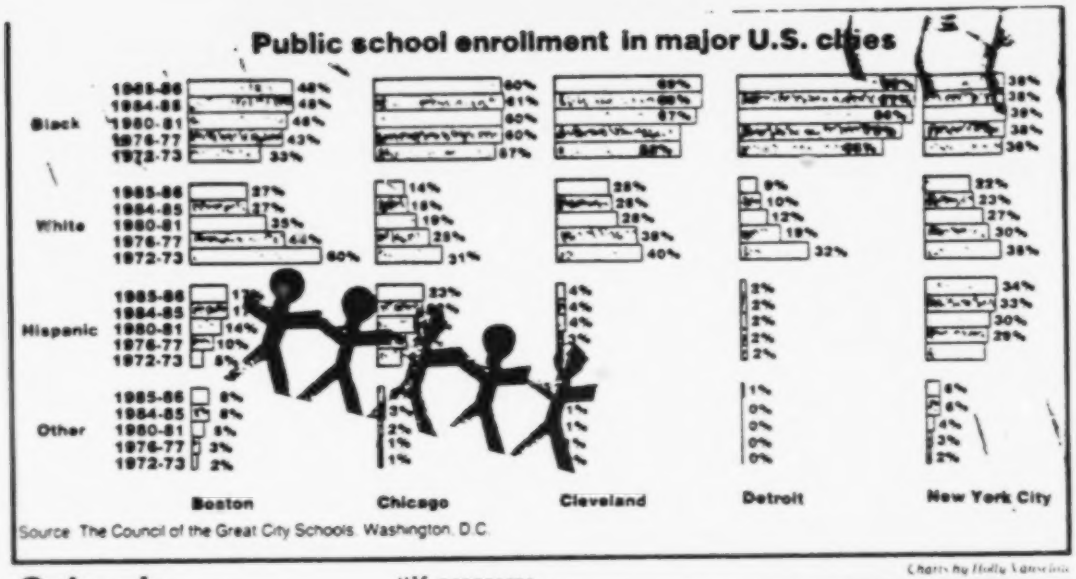

Charts by Holly Vanecko

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low birth weight and the risks associated with it. They'll also learn nurturing skills and how to provide good nutrition. And they'll meet with counselors who'll encourage them to stay in school and find jobs.

Mothers deputized

Former welfare mothers in the Taylor homes have been deputized to visit the mothers—and will earn $9,500 a year for their efforts. Overall, Mr. Harris has comitted $600,000 for the next three years, matching a $600,000 grant from the U.S. Department of Health and Human Services.

Although results of this program won't be available for years, Mr. Harris expects it to be replicated in several other Illinois locations this year. "It's so important to try—not that we know precisely that we'll be successful—but the need is so great," he says.

Sponsors of even the tried-and-true business initiatives insist there is no quick fix to the problems of urban public schools. "There isn't any magic wand you can wave and get an answer," says Owen Butler, retired chairman of Cincinnati-based Procter & Gamble Co. and an outspoken advocate of business-school partnerships.

Nowhere is that more apparent than in Chicago United's JR program. Despite its success, the future looks gloomy because of its funding crunch. Chicago Public Schools Superintendent Manford Byrd says he's personally impressed with JR. But its financial problems remind him of how, several years ago, he had to cut positions in several schools that were created by another Chicago United initiative—Career Development Centers. (He later restored those jobs.)

"If programs start out with outside funds, it does not mean that the school system necessarily can wind up paying those dollars when private funds dry up," he says. "We (the Board of Education) are $57 million in the hole as we look toward next year."

And even if new funding is found, the program could stand some rethinking before it's expanded. The grade-point average for JR 10th-graders at Farragut last year was up only a smidgen—1.32 versus 1.14 for the comparison group.

Furthermore, JR offers only summer jobs to qualifying students, so youngsters like Maria Marquez must go out on their own to find year-round part-time employment.

And, unlike some cities' partnerships that offer jobs for disadvantaged youth, JR doesn't pair students with business-community volunteers who act as mentors in the job world.

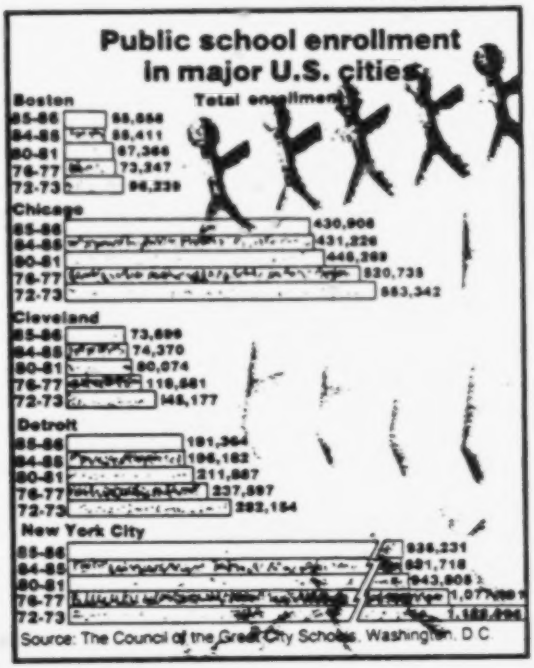
Still, local business, community and education leaders might look to the experiences of people like Gandy Heaston, the popular dynamo who runs JR at Farragut.

Ms. Heaston, a warm, pudgy, highly organized woman who calls her JR students "baby," phones parents whenever kids cut class and sends the truant officer after them when necessary. She largely is responsible for JR's tentative successes at Farragut.

Continued hope

Now, making her rounds at Chicago elementary schools, recruiting JR students for this fall, she also hopes the schools will allocate government funds to help support her $32,000-a-year salary as the Clark Foundation grant runs out.

On a recent morning, she had a JR student painting the program's logo in black and white on the wall outside her office, in hopes the project will enter, as she calls it, the "institutionalization phase." #



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OPINION

Let's privatize Chicago's schools

Time is running out on public education in Chicago.

As Associate Editor Barbara Marsh documents in a special report beginning on Page 21 this week, business' dissatisfaction with public education runs deeper and wider than most people know—and certainly is more serious than public officials care to acknowledge. Her research shows a unanimity of hostility to education systems around the country, which are failing at the same rate and in the same way. Public schools today are producing a majority of students who can't master basic survival skills such as reading and writing. The public systems are failing to graduate more than half the students who enter, and they are resisting most attempts to make themselves accountable to the public.

Demands by business for educated students indicate more than just a moral conscience. The demands reflect economic imperatives to find enough minimally qualified people to handle normal business growth.

Those demands are growing more intense even as the schools lose their capability or willingness to meet them.

It's time for some radical changes in education in Chicago and other cities, and the change that promises the biggest return for the investment is one that injects competition into education. Business people, more than most citizens, should recognize the value of competition in any enterprise, but especially in education, where a huge bureaucracy of entrenched administrators and feisty unions combine to keep the schools beyond accountability.

A competitive marketplace in education—backed by a voucher system for Chicago parents—would allow new ideas and techniques to rise to the top and survive or fail on their own merits.

Opponents of change argue that such a system would destroy public education in Chicago. But surveying the depressing record of achievement racked up in Chicago, Cleveland, Detroit and New York, we can only conclude that public education has been destroying itself for decades.

The system, at least as it's practiced in Chicago, doesn't deserve to survive.#

Inside business

Chicago business' interest in education a good 1st step

By Bill Barnhart
and Sallie Gaines

The fashionable talk these days about the need for a "partnership" between Chicago's business and civic leaders sorely has lacked, shall we say, specificity.

That's why last week's reports of "negotiations" between business leaders and school officials sounded encouraging. It seemed Chicago was headed toward a Boston-style "compact" between business and education leaders promising local job opportunities for high school graduates in exchange for educational reform.

Alas, mention of negotiations and agreements here was premature. A diverse group of business, community and educational leaders organized earlier this year by Mayor **Harold Washington** is just beginning to tackle the mammoth problems of youth unemployment and educational failure. So far, there's nothing to negotiate. **Harold Baron**, an advisor to Washington on education, said he wasn't aware reporters were present when he spoke last Monday about the efforts.

Nevertheless, the objective of enrolling business in solving Chicago's educational and youth unemployment woes is significant enough to warrant continual public attention and comment.

Bottom Line

Among the corporate chieftains who have joined the mayor's program are **Richard M. Morrow**, chairman of Amoco Corp.; **B. Kenneth West**, chairman of Harris Bankcorp; **Karl D. Bays**, chairman of Baxter Travenol Laboratories Inc.; and **Ronald J. Gidwitz**, president of Helene Curtis Industries Inc.

But most of the business leaders who potentially can offer job opportunities to Chicago high school graduates don't manage big banks or Fortune 500 companies.

"Our entry-level jobs are very few because we're a corporate office," noted **Gene Cartwright**, manager of community and urban affairs at Amoco and a leading player in the talks underway. "We look to find most of the opportunities for jobs in smaller companies."

"Our entry-level personnel are college graduates," agreed **Philip C. Adams Jr.**, a partner with the accounting firm Touche Ross & Co. and another private-sector volunteer in the talks.

On the other hand, owners and managers of small and medium-size businesses generally don't have the time or the staff to spend planning such a large-scale civic project.

"The very people whom we're most concerned to make a part of these things are themselves close to the margin and can't easily spring employees loose for a commitment of time," said **Fred Hess**, executive director of the Chicago Panel on Public School Policy and Finance.

These folks also are justly distrustful of anything that emanates from City Hall or the Chicago Board of Education.

In Boston, an independent organization was established to implement that city's "learn-earn" compact between business and the schools. Doing that here could spark potentially fatal turf battles between business and the Board of Education, Chicago Teachers Union and City Hall.

Despite this and many other hurdles, we can't think of a better project to test the business-city partnership rhetoric.

Chicago Tribune

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Promising idea to cut school dropouts

Mayor Harold Washington is sparking an imaginative new idea to cut down on the size of one of Chicago's most devastating problems—the enormous number of teens who drop out of high school or graduate ill-prepared to hold a job.

The numbers are a familiar dirge. Of 30,000 freshmen who entered the city's public high schools in 1985, only 9,000 are expected to graduate four years later with average or better achievement. Another 6,500 will graduate reading two years or more below grade level. Most of the rest will drop out. And they will slam up against the fact that in Chicago, 32 percent of 16- to 24-year-olds are unemployed.

What might make a significant slash in these ominous figures is assuring teens that if they stick it out through high school and do well, they will earn themselves a job after graduation.

Such promises would have to come from Chicago employers, and it won't be easy for them to stand behind offers. The job market is changing. Many employers have left the city. Much of the foreseeable job creation will come in service industries where pay is likely to be low. The city's size and diversity make the idea more complicated to try here than in Boston, which initiated a somewhat similar plan called the Boston Compact in 1982.

But Chicago urgently needs for this idea to work. And Mayor Washington is pushing representatives from the school board, City Colleges of Chicago and business, civic and community groups to get the plan underway by March and into operation by September.

What planners envision is a package of agreements between the schools and business community, even more extensive than the Boston Compact. The schools would promise to raise the skills of their graduates and reduce the dropout and absentee rates. Businesses would provide preferential hiring for Chicago public school graduates, job counseling and other help. Colleges would facilitate admission. Everyone would benefit.

Chicago has hundreds of business leaders who care about this city and understand that its current high rates of school dropouts and unemployment will produce more poverty, more welfare costs and more social problems long into the future. For them, participating in this new plan would not be just an exercise in civic altruism. It will pay off realistically for employers by helping to assure better prospective employees. And it will improve the general business climate in the city by reducing what now seems to be intractable social and economic problems.

Mayor Washington may be jumping on this idea as a bragging point for his upcoming campaign. But if he can push business leaders and school officials into action, he deserves the campaign credit. And if it's the campaign that is setting the timetable for signing the business-school agreements, so much the better. Every dropout, every young adult unable to find a job represents a human tragedy that should be avoided if possible.

24 CHICAGO SUN-TIMES, Wednesday, December 17, 1986

'Summit' groups sift ideas in quest to help students

Better schooling, job chances are goal of city effort

By Linda Lenz

Could Chicago's vocational high schools become incubators for business enterprises operated by graduates?

Would down-and-out parents do a better job of rearing their children if parent training came with incentives—a job, literacy classes or even a family trip to Epcot Center in Florida?

Would more students succeed in school if they had job guarantees and adult partners to help them over the humps?

These are among dozens of questions addressed by participants in a unique, for Chicago, endeavor aimed at increasing the employability and employment of Chicago's youth.

In October, Mayor Washington called together heads of 35 civic groups, schools, governmental institutions, corporations and business associations. His aim was to devise contracts for each group that bound them to specific activities that would enhance education and employment.

"We are agreement-oriented rather than recommendation-oriented," said mayoral adviser Hal Baron, who is overseeing the project.

Participants in the so-called educational summit donated more than 80 staff members to conduct research, beat the bushes for ideas, check out both local and out-of-state programs and make contract recommendations before next March.

"We've taken all these ideas and thrown them on a board," said Consuelo Williams, executive director of the Cosmopolitan Chamber of Commerce and co-chairman of a summit committee on business support.

Williams came across a program in Chapel Hill, N.C., in which a community development corporation was formed to help vocational students set up their own for-profit businesses. Students in Lowell, Mass., she added, are operating a fast-food franchise and are slated to manage a hotel.

Gene Cartwright and his committee on hiring practices are developing variations of the Boston Compact, which ties job guarantees to improved student achievement in Boston's public schools.

Under one possibility, an independent business consortium would oversee the link-up; special counselors would work with students who pledged to meet achievement, behavior and attendance goals, and a parent, pastor or other adult would support each student.

Cartwright, manager of community and urban affairs for Amoco, said that once the group determines realistic hiring goals—1,000 is a tentative target for the first year—it will seek commitments from 250 to 300 employers in high-growth fields.

"If schools buy in, there will have to be some changes in the classroom," he added.

Gwendolyn Laroche, education director of the Chicago Urban League, said the community involvement committee is exploring incentives for parents to take their children to a library once a month, enforce at-home study time, visit museums and engage in other activities known to promote success in school.

School-community liaisons would recruit parents for the program from schools with particularly low achievement levels, she said.

Chicago Sun-Times

25c CITY, SUBURBS 35c ELSEWHERE TUESDAY, DECEMBER 16, 1986

FAIR Page 40

5★ Metro Final

Business, schools map guaranteed job pact for grads

By Linda Lenz

Chicago teenagers might get job guarantees—and Chicago businesses would get better-prepared young workers—under agreements being negotiated between representatives of corporate Chicago and the Board of Education.

The negotiations, initiated by Mayor Washington, are patterned after those in Boston, Baltimore and other cities, which have yielded job guarantees as incentives for schools to improve their educational programs and for students to stay in school and work harder.

"If the teacher in the classroom can point to some realistic job expectations, there is a better chance of a student saying he will hang in there," said Chris Ronnow, vice president for community affairs at Harris Trust & Savings Bank and co-chairman of a committee devising terms for an agreement between businesses and schools here.

The negotiations were discussed publicly for the first time yesterday as Hal Baron, Washington's senior policy adviser, briefed members of the mayor's advisory committee on School Board nominees on the project, which was begun at a so-called education summit meeting held in October.

Baron said the goals are to upgrade the preparation of city young people for jobs, to assure that graduates with skills have a good shot at jobs and to provide incentives for potential dropouts to stay in school.

"A young person who graduates from Marshall High School reading at the 11th-grade level does not have the same job possibilities as the young person graduating [in] Arlington Heights at the 11th-grade

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Businesses and schools map guaranteed job pact for grads

Continued from Page 1

level," Baron said.

A forthcoming research paper for the group will show that in Chicago, Detroit, Cleveland and other Midwestern cities, suburban graduates are employed more often than city counterparts who have the same achievement-test scores, he said.

Baron said that in March the summit participants will unveil a package of "contracts" involving not only businesses but also community groups, universities, City Colleges of Chicago and other governmental bodies.

September, 1987, is the target date for putting the terms of the contracts into effect.

Topics being explored include support for parents, funds for community groups, professional development programs for teachers and mentors for inner-city students, Baron said.

The summit participants comprise the heads of 35 institutions, organizations and businesses, who together have donated the time of more than 80 employees to do leg work for the group.

"I am more optimistic about this effort than any I've seen before," said Fred Hess, executive director of the Chicago Panel on Public School Policy and Finance and a summit meeting consultant hired by the mayor's office. "The range of discussion and ideas is really quite exciting."

Ronnow said, "The size, racial composition and history of Chicago make our task quite a challenge. I would like to believe there is a new spirit of cooperation."

A background paper prepared for the summit meeting outlined the interlocking problems confronting the city and the summit participants:

- Forty-three percent of the freshmen in Chicago public high schools do not graduate, and more than a third of those who do graduate "are so limited in basic skills that they are 'at risk' in the labor force."
- The shift in jobs from manufacturing to services has raised skills required for stable, adequately paying jobs while increasing the number of low-paying, low-security, dead-end jobs.
- Even for low-skill jobs, employers will increasingly demand literacy and basic computational skills.
- Job growth is so small that even if all students graduated with skills, there would still be youth unemployment, which last year was 32 percent in Chicago.
- Without the prospect of consistent employment, youths too frequently turn to alcohol and narcotics, street gangs and other illicit activities.

December 16, 1986

Working business into school

Mayor negotiating jobs-for-achievement tradeoff

By Casey Banas
Education writer

An "education summit" convened by Mayor Harold Washington is seeking to negotiate agreements between the Chicago Board of Education and businesses in an effort to reduce the 43 percent school dropout rate in the city and 32 percent youth unemployment rate.

Under preliminary consideration is the "learn-earn" concept, begun in Boston in 1982, in which the schools promise specific student achievement improvement and increased skills in return for promises by businesses to provide a specific number of jobs to graduates.

"The goal is to fashion a set of agreements between these various parties," said Harold Baron, a policy adviser to Washington and the mayor's point man in the talks.

The talks began Oct. 21 among 35 representatives from the school board, City Colleges of Chicago and business, civic and community groups and city officials.

The severity of the city's education and youth employment problem was underscored in a report presented at the education summit projecting that of 30,000 freshmen entering city public high schools in 1985, only 9,000 will graduate in 1989 with average or above achieve-

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Schools

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ment.

Another 6,500 will graduate, but will read two or more years below grade level. Another 11,700 will drop out, though 2,500 of those eventually will graduate from alternative high schools or pass the high school diploma equivalency exam. An additional 2,800 will transfer to schools outside the Chicago public school system.

Meanwhile, the 1985 Chicago unemployment rate for 16- to 24-year-olds was 32 percent. It was 51 percent for black males 16 to 19 years old.

But the education summit report said that even graduates with average or above achievement who are not going to college "will still have difficulty in obtaining jobs with stability and reasonable progression."

Baron said the city is to release a study soon showing that the Chicago public high school student who graduates with the same reading and math achievement scores as his or her suburban counterpart has less of a chance at a job than the suburban youth.

Dropouts and graduates lagging in academic ability "will face difficulty in getting even marginal jobs," the report said.

Baron disclosed the education summit initiative at a Monday meeting of the Citizens Nominating Committee for the Board of Education. Two members brought up additional obstacles that must be surmounted.

Slim Coleman, from the Heart of Uptown Coalition, said a young person can make $100 a day on the street selling drugs, prompting other teenagers to ask why they should continue in school and wait to earn money.

And Virgil Carr, president of United Way of Chicago, said the Chicago job market is not booming and even though 100,000 jobs were added in the last four years, "most are $7,000- to $8,000-a-year jobs."

Baron acknowledged the problems, but said, "You can't be paralyzed."

Kris Ronnow, vice president for public relations for the Harris Bank, one of the businesses in the summit, said: "I do hope something will come out of the talks. It certainly has a positive effect in other cities."

Ronnow and Baron referred to the Boston Compact, where school officials promised a 5 percent reduction in student absenteeism and dropouts, and competency-based graduation requirements in reading and mathematics. Businesses agreed to recruit 200 companies into a program giving preferential hiring to Boston graduates, expand a job counseling program, provide 1,000 summer jobs and hire 400 graduating seniors.

Baron said the Chicago initiative will seek to go beyond the Boston Compact. In addition to school-business agreements on better student preparation and more jobs, he has urged an expanded group of 80 participants in six study groups to consider ways to help dropouts and low achievers facing a lifetime in a "dead-end job" with little prospect for promotion or big salary gains.

A person reading on a 6th grade level who attends a literacy class and improves to a 10th grade level should know that a better job is available because of his efforts, Baron said.

The education summit also has the "unspoken mission" of creating momentum to improve the schools and "to get people to believe once again that you can do something about education," Baron said. "People have been pretty disheartened about the capacity to improve education in Chicago."

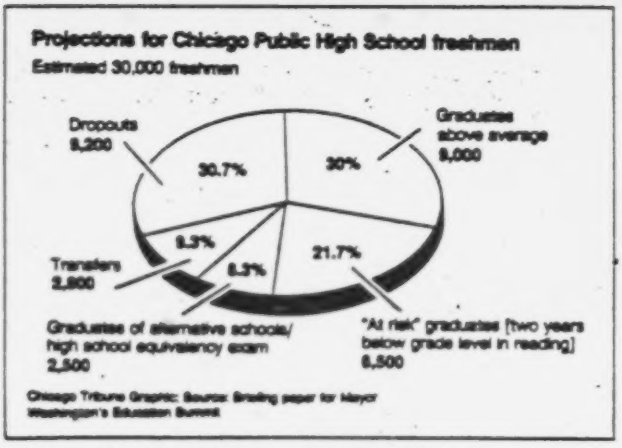
Though the latest school improvement initiative is only one of many that stem, with little success, from the 1964 integration plan by a panel headed by University of Chicago sociology professor Philip M. Hauser, Baron contends this one has a better chance of success.

Others have focused on sweeping changes in the school system that often had large price tags. Baron said the goal of the education summit will be to negotiate specific agreements with specific numbers in education and business that will be monitored for three to seven years.

The target date for agreements is mid-March. The starting date would be next September.

Baron said Washington asked his staff to organize the talks by focusing on specific ways to improve the schools and cut youth unemployment instead of urging general improvements.

Class of 1989


Projections for Chicago Public High School freshmen
Estimated 30,000 freshmen
Dropouts 8,200
30.7%
Graduates above average 8,000
30%
9.3%
8.3%
21.7%
Transfers 2,800
Graduates of alternative schools/ high school equivalency exam 2,500
"At risk" graduates [two years below grade level in reading] 6,500
Chicago Tribune Graphic. Source: Briefing paper for Mayor Washington's Education Summit

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SKILLS

Administrative and Management Skills

- Proven ability in managing staffs, projects, programs and budgets.
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- Experienced in coordinating and planning meetings and special events.
- Results oriented. Detail oriented. Excellent planning skills.

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- Excellent written and verbal skills.
- Experienced in general business correspondence.
- Developed skills in press release and speech preparation.
- Experienced in funding proposal preparation.
- Bilingual abilities in Korean and French.

Practical Skills

- Design, layout, production and photography skills.
- Experienced in operating general office equipment.
- Extensive word processing equipment experience.
- Experienced in literature research.

SUMMARY OF EMPLOYMENT

Associate Director -- Chicago United, Inc.
116 S. Michigan Avenue, Chicago, IL 60603
(July 1986 -- February 1987)

Chicago United, Inc., is a not-for-profit business and civic leadership association dedicated to improving Chicago's socio-economic climate through economic development and education.

Provided staff support for Education Task Force and Education Core Committee, including preparation of meeting agendas and necessary background materials. Monitored activities of the Chicago Public Schools and Chicago Board of Education. Served as a representative at CPS functions. Participated on the School Improvement Work Group of the Mayor's Education Summit. Conducted funding campaign and consultant searches for special projects. Served as a representative to the Chicago Panel on Public School Policy and Finance/Research Committee, Coalition to Keep our Schools Open, Coalition on School Board Appointments/Citizen's Nominating Committee and various other citywide education watchdog organizations.

Administrative Assistant/Executive Secretary -- Chicago United, Inc.
116 S. Michigan Avenue, Chicago, IL 60603
(August 1985 -- July 1986)

Provided staff support to Vice President of Programs and an Associate Director. Responsibilities included coordination of bimonthly Deacons meetings, preparation and research for activities in the areas of education, corporate philanthropy, economic development, minority business development and public policy. Interfaced with senior management officers of major Chicago-based corporations. Prepared budget for office amenities.

Research Technician -- University of Notre Dame
Department of Biological Sciences, Notre Dame, IN 46556
(September 1984 -- June 1985)

Research in the Department of Biological Sciences centers around the University of Notre Dame's strong entomology department.

Responsibilities included overseeing daily activities of a molecular biology laboratory, supervision of student workers, preparation of daily stock solutions, maintenance of insectory, inventory of chemicals and supplies, preparation for DNA and RNA isolation, and maintenance of tissue culture.

English Instructor -- Kyung Hee Girls' High School and Elementary School
Kyung Hee Educational Center, Seoul, Korea
(February 1983 -- August 1983)

Kyung Hee Educational Center is a private educational institution covering grades kindergarten through graduate school.

Responsibilities included lesson preparations for students in grades 6-11, development and management of the high school's first language laboratory, instruction of five high school sessions and six elementary school sessions per week.

Inter-library Loan/Circulation Assistant -- Indiana University at South Bend
University Library, South Bend, IN 46615
(September 1980 -- May 1981; October 1983 -- September 1984)

University Library is the primary library on the Indiana University campus.

Responsibilities included all aspects of the inter-library loan and circulation departments.

EDUCATION

Indiana University
Bloomington, IN 47405

Earned a B.A. in 1982, majoring in forensics studies and biology, with minors in chemistry, education and psychology.

Teacher certification was earned in 1982 for middle and secondary biology and chemistry.

Indiana University at South Bend
South Bend, IN 46615
MA course work in secondary science education.

COLLEGE AFFILIATIONS

Alpha Omicron Pi Social Sorority
Indiana University Student Foundation -- Little 500 Chairperson
Indiana University Student Alumni Council
Indiana Memorial Union Board -- Kiva Coffee Shop
Volunteer Service Bureau -- Indiana Boys Schools
Indiana University at South Bend Philharmonic Orchestra
Indiana University Alumni Association

COMMUNITY INVOLVEMENT

1986 -- Present -- Korean Community Council, steering committee member for the creation of a newsletter for second generation Korean Americans.

1986 -- Present -- Literacy Council of Chicago, adult literacy tutor.

1986 -- 1987 -- YMCA City Youth and Government Program, volunteer advisor.

1985 -- 1986 -- Lincoln Park Shelter, overnight shelter volunteer.

1985 -- 1986 -- Midwest Presbyterian Church, Sunday school teacher and youth activities coordinator.

REFERENCES

References are available upon request.

Mr. Fred M. Montejano
Associate Director
Chicago United, Inc.
116 South Michigan Avenue
Chicago, Illinois 60603
(312) 236-3769

Mr. William W. Higginson
President
Chicago Equity Fund
14 West Erie
Chicago, Illinois 60611
(312) 943-2266

Ms. Clare M. Munana
Consultant
Grant - Thornton International
Prudential Plaza, 6th Floor
Chicago, Illinois 60601

Mr. David J. Paulus
Senior Vice President
Community & Government Affairs
First National Bank of Chicago
One First National Plaza
Chicago, Illinois 60670
(312) 732-2264

Ms. Dora A. Arechiga
Associate Counsel
MALDEF
343 South Dearborn Street
Chicago, Illinois 60604
(312) 427-9363

Ms. Susan Fissinger
Accounting Manager
Staley Commodities, Inc.
2221A Board of Trade Building
Chicago, Illinois 60604
(312) 341-4492

EMILY WILLIAMS ALIM
3703 Butternut Street
East Chicago, Indiana 46312

Work Telephone: (219) 882-0033
Home Telephone: (219) 397-0318

EDUCATION:

STANFORD UNIVERSITY, School of Education, June 1976
M.A. — Curriculum Development
Elective Coursework — Educational Administration and Research

PURDUE UNIVERSITY, School of Education, June 1971
B.A. — Elementary Education

EMPLOYMENT OBJECTIVE:

Management opportunity in the area of Human Resource Development and Training.

EMPLOYMENT:

June 1984 to Present

Lake County Job Training Corporation — Gary, Indiana
Director Youth Programs
Responsible for the planning, development, oversight and evaluation of uniform effective training and employment programs for youth under the federally funded Job Training Partnership Act (JTPA). Duties include: supervising a county-wide, nucleus staff of eight people and a summer staff of over 500 employees and youth supervisors; assisting in the negotiations for the award of contracts to training vendors, expenditures for youth programs in fiscal year 1986 totalled $7,875,032; coordinating the Summer Youth Employment and Training Program (SYETP) for disadvantaged youth of Lake County, Indiana, approximately 5000 youth ages, 14 years through 21 years, received summer internships in both public and private sector worksites; coordinating in-school youth programs for the sixteen high school corporations in the county; design, implementation and oversight for all programs geared toward school dropouts, unsubsidized job placements for this target group exceeded state mandated performance standards. Responsible for assisting in the development and implementation of an innovative, exemplary youth program entitled, "Career Beginnings." This program was funded by Brandeis University and the commonwealth Fund in Waltham, Massachusetts.

Nov. 1981 to July 1983

Kuwait Institute for Scientific Research (KISR) — Kuwait
Training Specialist
Responsible for development and implementation of formalized On-Job-Training (OJT) programs for Kuwaiti and Arab nationals within the scientific/technical research divisions at KISR. Worked directly with supervisors to develop individualized OJT programs for university recruits. Duties included: Interviewing supervisors and trainees to determine program content; designing the OJT programs which were formalized in terms of a written program incorporating specific and measurable learning objectives to be achieved by agreed upon target dates; developing an evaluation model including monitoring, and submission of formative and summative evaluations. In addition, conducted training seminars on analysis of training needs, development, and implementation of training plans and procedures, preparation of OJT programs and supervision of special courses. Participants included training specialists and personnel managers from a cross section of regional corporations and local industries (oil, banking, small/large business) within the Persian Gulf states of Kuwait, Bahrain, United Arab Emirates and Saudi Arabia. *Wrote and published brochure on OJT policies and procedures at KISR.*

June 1980 to June 1981

Mayor's Office of Employment and Training — Chicago, Illinois
Senior Manpower Planner
Responsible for providing technical assistance in the design, organization and implementation of employment, educational and training programs for the City of Chicago through the auspices of the Private Industry Council (PIC). Duties included serving as staff to the Education Program Development committee of the PIC which represents the corporate community; assisting in the development of new training concepts and negotiating, developing and recommending funding of qualified agencies for CETA funds.

Sept. 1977 to May 1980 — **Department of Health, Education and Welfare** — Washington, D.C.
Educational Consultant

Worked as a private consultant to three agencies within HEW.

- **Office of Education** – Responsible for reviewing, evaluating and recommending funding for educational program proposals submitted by post-secondary institutions to the Office of Education, HEW.
- **Administration on Aging** – Responsible for developing the methodology for a study funded by the Administration on Aging/HEW. Duties included designing the survey instrument, training interviewers, monitoring and interpreting data obtained on senior citizens in the Washington metropolitan area.
- **National Academy of Sciences/Committee on Minorities in Engineering and Technology** – Responsible for assisting the Committee's Office of Education to initiate legislation to enhance minority and women's participation in the area of science and math programming. Served as a field representative to the Committee by assisting in the development of local pre-college engineering programs in Houston, Phildelphia and Washington, D.C. Wrote and published the *Precollege Guide for Development of Local Engineering Education Programs*.

Sept. 1976 to August 1977 — **Educational Fellowship Policy Program** — Washington, D.C.
Educational Policy Analyst
One year assignment as an educational policy fellow in the Office of the Assistant Secretary for Education/HEW. Duties included making recommendations regarding change in current federal education policy in the area of: Title I, ESEA legislation, Title IX, women's education programs and school desegregation; prepared issue papers, and action plans related to the formulation of educational policy for final action by the Commissioner of Education. Responsible for coordinating the Department's first Public hearing on ESEA Reauthorization.

Sept. 1975 to May 1976 — **Stanford University** — Palo Alto, California
Research Assistant
Responsible for formulating and administering questionnaires, and compiling, evaluating and interpreting the data from recently desegregated school districts in the San Francisco Bay area. Additional duties included holding in-service workshops with parents, teachers and administrators, on implication of the study.

Summer of 1975 — **NASA/Ames Research Center** — Moffett Field, California
Child Care Coordinator
Wrote a proposal for a Child Care Center at NASA; the proposal was funded; an on-site Child Care facility now exists.

Sept. 1971 to May 1975 — **Palo Alto Unified School District** — Palo Alto, California
Teacher

Taught first and third grades and served as advisor for the district to the California state-funded Reading and Language Arts Textbook Review Committee.

REFERENCES: References furnished upon request

RESUME

Robert A. Cronberg, Jr.
18344 Torrence Avenue-Apt. 3E
Lansing, IL 60438

Phone: (312) 474-0062
Work Phone: (312) 443-4740

30 E Huron
Apt 1207
(Huron Plaza)
60611

Date of Birth: June 12, 1953

EDUCATION

High School: **Evanston Township High School, Evanston, IL 60202**
1968-1971

College: **Cornell College, Mt. Vernon, Iowa 52406**
1972-1976 Bachelor of Special Studies (B.S.S.)
Majors: Elementary and Secondary Education, Sociology

Graduate Study: **DePaul University, Dept. of Education, Chicago, IL 60201**
1980-1981

Governor's State University, College of Business and Public Administration, University Park, IL 60466
Masters of Public Administration (MPA). Currently enrolled in program (working on thesis).
1983

Cumulative Grade Point - **4.0 out of 4.0**

Fellowship to Governor's State University awarded through the Amoco Foundation

EMPLOYMENT HISTORY

June, 1984 to Present

Cook County President's Office of Employment Training
118 North Clark Street-Room 1020
Chicago, IL 60602

FISCAL MANAGER - I currently have direct responsibility for all financial functions and transactions of the Federal Job Training Partnership Act for Cook County Government. This includes all areas of budgeting and financial planning for the Cook County President's Office of Employment Training.

Sept. 1983 to Present

Amoco Foundation Fellow
The Institute for Public Policy and Administration
Governor's State University
University Park, IL

I conduct basic research for the institute in areas highlighting regionalism throughout the State of Illinois (102 counties), particularly focusing on data relevant to trends in state sales tax, property tax and educational aid distribution.

EMPLOYMENT HISTORY (cont'd)

Oct. 1983 to June, 1984

Cook County President's Office of Employment Training
118 North Clark Street-Room 1020
Chicago, IL 60602

SUPERVISOR/LABOR MARKET DEVELOPMENT - I was primarily responsible for developing and writing Cook County's basic Employment and Training Grant based on the Job Training Partnership Act (JTPA) to the Illinois Department of Commerce and Community Affairs (DCCA). In addition, I gathered, developed and incorporated all labor market information statistics from both the City of Chicago and Suburban Cook County for inclusion in all Cook County labor force reports.

1982

Associates for Career Development, Inc.
6101 North Sheridan Road
Chicago, IL 60660

GRANT CONSULTANT

June, 1980 to Oct. 1983

Private Industry Council of Suburban Cook County
President's Office of Manpower Services
110 Lake Street
Oak Park, IL 60301

PROGRAM PLANNING MANAGER - I had the responsibility for reviewing all Employment and Training Program proposals for appropriateness of training, feasibility, curriculum outline, accuracy and conformity with existing Federal law and regulations. I worked with employers, Chambers of Commerce, Trade and Business Associates, Community Based Organizations, and Agencies to identify, plan and develop Title VII Employment and Training Programs. Additionally, I had the responsibility for preparing the TItle VII Annual Plan Subpart for review by the Private Industry Council and Cook County Manpower Planning Council prior to submission to the U.S. Department of Labor as part of Cook County's Comprehensive Employment and Training Annual Plan.

1977 to June, 1980

St. Anne's Elementary and Junior High School
3014 Ridge Road
Lansing, IL 60438

1) Director, Curriculum and Vocational Education, 1978-1979
2) Science Department Head, 1978-1979
3) Mathematics Department Head, 1977-1978
4) Consultant, Science Curriculum of Chicago Archdiocese School Board, 1978-1980
5) Teacher, 1977- 1978

1975 to 1976

National Education Association
1201 16th Street, N.W.
Washington, D.C. 20036

1) Appointed member, Standing Committee on Instruction and Professional Development (See attached article)
2) Appointed member, Standing Committee on Human Relations

EMPLOYMENT HISTORY (cont'd)

1975 to 1976 — **Iowa State Education Association**
4025 Tonawanda Drive
Des Moines, Iowa 50312

1) Appointed member, Professional Rights and Responsibilites Commission (See attached article)

1975 to 1976 — **Student Iowa State Education Association**
4025 Tonawanda Drive
Des Moines, Iowa 50312

1) President (See attached article)
2) Chairman of Executive Committee
3) Chairman, Board of Directors

COMPETENCIES

Short and long range planning analysis and scheduling

Curriculum design and development/systems analysis

Budgeting/Financial Planning Management

Multi-Department Management

In-service programming and development

PUBLICATIONS AND PRESENTATIONS

"The Undermining of Change in Educational Institutions: An Organizational Analysis". Paper presented at the 3rd Annual Conference,National Association for Asian and Pacific American Education. (1981) Published through the Eric Clearinghouse on Urban Education. Indexed in Resources In Education.

"A Step Trhough the Looking Glass: Speculative Fiction and Contemporary Art in Modern Society". Eric Clearinghouse on Social Studies (September, 1981).

"Regionalism as Reflected in the Differential Collection and Distribution of Sales Tax in the State of Illinois". Paper presented at Crossroads '84 Conference (1984) at Sangamon State University, Springfield, IL. Published by The Institute for Public Policy and Administration as "Regionalism and the Illinois Sales Tax". (1985) #RR85-105

AWARDS

1985 — **American Society for Public Administration**

Outstanding Graduate Student for 1985

April, 1985 — **Governor's State University - College of Business and Public Administration**

Student of the Year Award

LOUISE A. BERTSCHE

Ms. Bertsche, Regional Manager for the National Alliance of Business, Region V Midwest Office, has specialized in the development, administration, and evaluation of business assistance and employment and training programs. She is experienced in all phases of design and management of competency-based training programs to meet local employer requirements.

Director, Training and Development, the Business Institute, Chicago City-Wide College. The Business Institute is a human resource development center designed to promote business development and growth through service to Chicago residents. Responsibilities included design and development of the Training and Development Division, operations management for the Institute and design and management of a competency-based program in basic skills, job-seeking skills and career planning services. Designed competency-based curricula in bank teller operations through job/task analyses at major Chicago financial institutions. Developed customized training opportunities with Chicago companies and provided oversight in implementation.

Consultant to the Alternative Schools Network, Chicago, Illinois, in Basic Skills Training for the Economically Disadvantaged. Provided technical assistance services in program design, implementation, and evaluation of the Comprehensive Competencies Program (CCP) to 20 sites throughout Chicago. CCP is a competency-based program in basic and functional skills developed by Dr. Robert Taggart, Remediation and Training Institute, based upon the Job Corps curricula, and includes automated evaluation and reporting systems suitable for use by community-based organizations.

Training Design Manager for the Design and Marketing of Microcomputer Training for the Center for Systems Technology. Developed a competency-based training model in microcomputer skills based upon a skills needs assessment/analyses in Chicago and Cook County and provided technical assistance in its implementation. This program model serves as a core curriculum for the suburban Cook County Center for Systems Technology, a regional multi-faceted training institute serving area needs for qualified workers with skills in emerging demand occupations.

Director of the Word Processing Center, a Model Skill Training Program, for the Chicago Private Industry Council. Responsibilities included management of all phases of program development, curriculum development, operations, design, and implementation of financial job development, fund raising, marketing, coordination with outreach, intake and assessment organizations, and liaison with a task force of corporation representatives who assisted in program design, implementation, and hiring of program graduates. Responsible for staff supervision, oversight to participant selection and training, and assessment of their progress in attaining program competency objectives.

Project Manager to Design and Test the Technology Exchange System for the Private Industry Council of Suburban Cook County, Illinois. Technology Exchange is a consolidated system for marketing and delivering training and employment services to companies under the Job Training Partnership Act. System components included marketing a flexible array of services to identified market segments, and provision of customized services in partnership with a community based organization. One facet of this effort was the identification of skill requirements for medical transcriptionists through job analyses with local employers.

Staff Associate for a Skill Needs Assessment Survey and Marketing Strategy Development for the Private Industry Council of Suburban Cook County, Illinois. Responsibilities included identification of growth industries and occupations in Suburban Cook County and interviews with private employers to identify skill requirements for selected high growth occupations as a basis for the design of skill training programs tailored to industry needs. Also responsible for development of interview guides and interviewer training; assisted in the development of a PIC marketing strategy emphasizing economic development. Included training of PIC staff in interview and marketing techniques for private sector employees.

Staff Associate for a Project to Assist the Chicago Private Industry Council in the Design and Implementation of a Model Skill Training Program in Word Processing. Assisted in the development of program operating specifications for a model training program tailored to the specifications of major Chicago corporations. Duties also included presentations to a task force of corporation representatives and identification of community resources to supplement program services to participants.

Staff Associate for the Process Evaluation of the Consolidated Youth Employment Program (CYEP) Demonstration Project for the U.S. Department of Labor, Office of Youth Programs (OYP). Responsibilities included the development of research instruments, data analysis, and report writing. Acted as site observer to evaluate the progress of two of the 14 demonstration sites in implementing a consolidated, individulalized approach to the provision of youth services.

Staff Associate for the Development of a Program Design to Improve the Delivery of CETA Services for the Louisville-Jefferson County CETA Consortium. Duties included review, documentation and modification of the CETA service delivery system through the development of work statements and Requests for Proposal for all service components.

Staff Associate for a Study of Emerging Occupations and Training Needs for the Boston Private Industry Council, Incorporated. Responsibilities included analysis of interview data, formulation of findings and recommendations and report writing.

Research Project Specialist for the Evaluation of Municipal Health Services Program Demonstration in Five Cities. Assisted in all phases of the evaluation of a demonstration service delivery system and the effects of waiving certain Medicare payament restrictions. Responsible for writing quarterly and annual reports and analyzing data needs. Participated in questionnaire design and design of research strategies. Extensive work with federal, state and local agency administrators and staff persons.

Intern for the Mayor's Office of Manpower (Chicago, Ilinois), Evaluation Division. Developed and implemented an evaluation of Chicago's youth employment and training program.

Intern for the National Urban Coalition. Developed a layman's guide to CETA and a housing grant proposal.

Academic Background

Master's Degree in Social Service Administration, University of Chicago, 1978.

Bachelor's Degree, magna cum laude, in Sociology, Ithaca College, New York, 1976.